# DSMG28001 *Foundations of Emergency and Disaster Management*
## Term 1 - 2026

Profile information current as at 12/11/2026 11:41 am

All details in this unit profile for DSMG28001 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 is a foundational unit that introduces the fundamental concepts and frameworks that underpin the effective management of emergencies and disasters. You will gain a basic understanding of the nature of hazards and disasters and will Introduce the key stakeholders involved with emergency and disaster management, explore the historic and contemporary principles, policies, and legal frameworks guiding the field of practice. The unit will explore local and global concepts of emergency and disaster management and the models, systems and processes required to effectively mitigate, prepare, respond and recover from various disasters.

### Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

### Pre-requisites or Co-requisites
Students enrolled in the CM40 Bachelor of Paramedic Science/Graduate Certificate in Emergency and Disaster Management must have completed a minimum of 72 credit points. Students enrolled in the CC59 Bachelor of Public Health must have completed a minimum of 72 credit points.
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 - 2026
- Melbourne
- Online
- Sydney

### 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 Postgraduate 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. Poster Presentation (Presentation)
Weighting: 40%
2. Report on Risk and Mitigation (Written Assessment)
Weighting: 60%

### 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
- Academic Progression Policy and Procedure
- Student Refund and Credit Balance Policy and Procedure
- 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 Formal feedback, discussion with students

Feedback

ALC workshops were useful, but were not always able to draw on specific documents or examples beyond assessment instructions.

Recommendation

Assessment instructions will be supplemented with general examples and explanations relevant to the assessment tasks which can be unpacked and investigated by students independently, or with the assistance of ALC presenters. This should help present the assessment tasks as an ongoing and iterative process and support the flipped classroom model.

#### Feedback from Formal feedback, discussion with students, discussion with ESDM staff

Feedback

Content on climate change has a physics/geology focus, which is an unfamiliar topic to many students who come from public health, policy, and economics.

Recommendation

The section on climate change originally aimed to have introductory content for people who might be less familiar with scientific elements of the topic, but it overbalanced towards physics. This will be adjusted in T3 2025 and T1 2026, beginning with new case studies and readings focusing on public health impacts of climate change and continuing with reworked content that is more relevant to the current student body.

## Unit Learning Outcomes

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

1. Evaluate the characteristics of natural and human-caused hazards and vulnerabilities particular to global, regional and national emergency and disaster contexts
2. Explain the principles of Emergency and Disaster Management using the prevention, preparedness, response and recovery (PPRR) model
3. Analyse how environmental, political and social vulnerability differs from traditional approaches to disasters and emergency management
4. Locate appropriate peer-reviewed and grey literature relevant to emergency and disaster management
5. Conduct a social vulnerability analysis relevant to the emergency and disaster management context
6. Identify limitations and opportunities that promote or restrict strategies for addressing vulnerability in the context of the United Nations' Sendai framework and Sustainable Development Goals (SDGs).

## 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 | ◦ | ◦ | ◦ | ◦ | ◦ | ◦ |
| 2 - Communication | | ◦ | | | | ◦ |
| 3 - Cognitive, technical and creative skills | ◦ | ◦ | ◦ | | ◦ | ◦ |
| 4 - Research | ◦ | ◦ | ◦ | ◦ | ◦ | ◦ |
| 5 - Self-management | | | | | | |
| 6 - Ethical and Professional Responsibility | | | | | ◦ | |
| 7 - Leadership | | | | | | |
| 8 - First Nations Knowledges | | | | | | |

## 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: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

David Fanany Unit Coordinator
d.fanany@cqu.edu.au

## Schedule

| Week 1 - 09 Mar 2026 | | |
|---|---|---|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 1: Emergency and Disaster Management Background | See study guide for discussion and reading activities. | Prevention and Preparedness |
| **Week 2 - 16 Mar 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 1: Emergency and Disaster Management Background | See study guide for discussion and reading activities. | Response and Recovery |
| **Week 3 - 23 Mar 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 1: Emergency and Disaster Management Background | See study guide for discussion and reading activities. | Topic:<br>Assessing Vulnerability |
| **Week 4 - 30 Mar 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 1: Emergency and Disaster Management Background | See study guide for discussion and reading activities. | Systems Perspectives in Emergency and Disaster Management |
| **Week 5 - 06 Apr 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 2: The Emergency and Disaster Management Context | See study guide for discussion and reading activities. | Topic: Elements of Risk Assessment 1 due Thursday, April 9th 2026 at 4:00 PM<br><br>Poster Presentation Due: Week 5 Thursday (9 Apr 2026) 4:00 pm AEST |
| **Week 6 - 13 Apr 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 2: The Emergency and Disaster Management Context | See study guide for discussion and reading activities. | Economic and Financial Perspectives |
| **Vacation Week - 20 Apr 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| **Week 7 - 27 Apr 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 2: The Emergency and Disaster Management Context | See study guide for discussion and reading activities. | Political and Policy Approaches to Emergency and Disaster Management |
| **Week 8 - 04 May 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 2: The Emergency and Disaster Management Context | See study guide for discussion and reading activities. | International Perspectives on Emergency and Disaster Management |
| **Week 9 - 11 May 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 3: Emergency Management Futures | See study guide for discussion and reading activities. | Disaster-Conscious Economics |
| **Week 10 - 18 May 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 3: Emergency Management Futures | See study guide for discussion and reading activities. | Technological Advancement and Disruption |
| **Week 11 - 25 May 2026** | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Module 3: Emergency Management Futures | See study guide for discussion and reading activities. | Demographic Impacts on Emergency Management |

Week 12 - 01 Jun 2026

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| | | Topic:<br>Climate Change |
| Module 3: Emergency Management Futures | See study guide for discussion and reading activities. | Assessment 2 due Thursday, June 4th 2026 at 4:00 PM<br><br>Report on Risk and Mitigation Due: Week 12 Thursday (4 June 2026) 4:00 pm AEST |

Exam Week - 08 Jun 2026

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

Vacation/Exam Week - 15 Jun 2026

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

## Assessment Tasks

### 1 Presentation

Assessment Title
Poster Presentation

Task Description
Note: This is an individual assessment.

Early in the term, you will select a topic from the list of historical emergency management events which is available on the Moodle site (under the Poster Presentation section in the Assessments menu, available from week 1). You will produce a one-slide poster presentation with an easily-digestible summary of your findings. You may use PowerPoint's in-app notes function (which usually appears in the form of a text box at the bottom of the page) to add a small amount of additional content, eg. if there was anything that needed to be presented in shorter form on the poster but that would benefit from slightly more explanation. The main part of your submission must be the poster, and the poster should be able to stand on its own.

Examples of poster presentation layouts and templates are available on Moodle.

Level of GenAI use allowed: Level 2 - AI PLANNING
You may use AI tools for the purposes of brainstorming, planning, searching, and in the context of spelling and grammar checking. You may not submit AI-generated content as part of the final submission; any content based on generative AI results must be paraphrased and restated in your own words.
Your presentation and notes should cover:
- A description of the events that occurred and what impact they had on people living nearby (or farther away, if applicable);
- An identification of the characteristics of the incident which posed danger (the hazards), and the ways in which they threatened people living nearby or further away (the risks);
- An identification of specific factors in nearby or further-away communities which made them vulnerable to risks related to the event;
- A brief explanation relating some of the points you have identified to the prevention, preparedness, response, and recovery framework (PPRR) and your opinion on an action that could have been taken to enhance one or more parts of this framework.

Upload your poster presentation to the relevant section of the Moodle site by the end of Week 5.
This assessment is worth 40% of the overall grade for this unit.

Assessment Due Date
Week 5 Thursday (9 Apr 2026) 4:00 pm AEST
Upload the completed poster presentation to Moodle; PowerPoint format recommended

Return Date to Students
Week 7 Friday (1 May 2026)
Assessment will usually be returned within three weeks of the due date

Weighting
40%

Assessment Criteria
Description of events and their direct impact 10%
Characterisation of hazards and risks arising from the event 30%
Identification of factors impacting on vulnerability 30%
Discussion of PPRR applicability to the event 20%
Appropriate academic writing style and referencing 10%
Note: the complete marking rubric will be available on the unit's Moodle site, from week 1 of the term.

Referencing Style
American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload your submission to Moodle using the link provided.

Learning Outcomes Assessed
- Evaluate the characteristics of natural and human-caused hazards and vulnerabilities particular to global, regional and national emergency and disaster contexts
- Explain the principles of Emergency and Disaster Management using the prevention, preparedness, response and recovery (PPRR) model
- Locate appropriate peer-reviewed and grey literature relevant to emergency and disaster management
- Conduct a social vulnerability analysis relevant to the emergency and disaster management context

## 2 Written Assessment

Assessment Title
Report on Risk and Mitigation

Task Description
Note: This is an individual assessment.

Assessment 2 concerns the same topic that you considered in the poster presentation. It builds on your past work, and should incorporate any new knowledge and ideas you gained during the course of the term.

For this assessment, you will be considering the potential impact that a similar event to your presentation topic would have on the state of Queensland. Note that while none of the historical events in Assessment 1 took place in Queensland, there are parts of the state that are vulnerable to a similar event.

You will prepare a short report (maximum 1,500 words) describing the relevance of the event to Queensland, the risks it would pose to the state, and how the perspective of the Sendai Framework could assist the state government in reducing the risks. Your report should discuss:

- The characteristics of a similar event which would pose a risk to the state’s population

- Which parts of the state or sub-populations would be most at risk from a similar event (eg. urban vs rural populations; specific demographics; geographical regions, etc)

- Social factors and characteristics which put either the state as a whole or specific sub-populations at particular risk from a similar event

- Suggested strategies for the government and other stakeholders to reduce risk and vulnerability to a similar event, with attention to the perspective of the Sendai Framework and the Sustainable Development Goals and the factors they identify as relevant to social vulnerability

You may draw on your previous research on the event, such as you did for the first assessment, for the purposes of this report. Many of the issues and topics relevant to this report will be covered in the second half of the unit, and your study of those weeks' content may be a good place to start. To support your arguments and suggestions, you should also search for additional literature and sources. For example, there is extensive information available about Queensland's demographics, population distribution, and economic activity, which may be relevant to certain kinds of impacts.

You must use the CQU 7-step search strategy to carry out your search for additional sources, and you should also briefly describe the process you used as part of your report. This description should be provided as an appendix to your report (and does not count towards the main word count). The 7-step strategy is detailed in full on the unit's Moodle site, as well as the CQ University Library website.

Level of GenAI use allowed: Level 2 - AI PLANNING
You may use generative AI for the purposes of brainstorming, planning, searching, and in the context of spelling and grammar checking. You may not submit AI-generated content as part of the final submission; any content based on

generative AI results must be paraphrased and restated in your own words.

This assessment is worth 60% of the overall grade. You must achieve a minimum score of 50% on this assessment to pass the unit (ie. 30 out of 60).

Assessment Due Date
Week 12 Thursday (4 June 2026) 4:00 pm AEST
Upload the completed report to Moodle in Microsoft Word or PDF format

Return Date to Students
Vacation/Exam Week Friday (19 June 2026)
Assessment will usually be returned within three weeks of the due date

Weighting
60%

Minimum mark or grade
50%

Assessment Criteria
Identification and discussion of risks that a similar event would pose to Queensland 15%
Identification of vulnerable populations or sub-groups 20%
Identification of characteristics causing increased vulnerability 20%
Discussion of risk reduction and mitigation strategies 35%
Appropriate academic writing style and referencing 10%

Referencing Style
American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Report to be uploaded to Moodle in Microsoft Word or PDF format

Learning Outcomes Assessed
- Evaluate the characteristics of natural and human-caused hazards and vulnerabilities particular to global, regional and national emergency and disaster contexts
- Explain the principles of Emergency and Disaster Management using the prevention, preparedness, response and recovery (PPRR) model
- Analyse how environmental, political and social vulnerability differs from traditional approaches to disasters and emergency management
- Locate appropriate peer-reviewed and grey literature relevant to emergency and disaster management
- Conduct a social vulnerability analysis relevant to the emergency and disaster management context
- Identify limitations and opportunities that promote or restrict strategies for addressing vulnerability in the context of the United Nations' Sendai framework and Sustainable Development Goals (SDGs).

# 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