



# ENVH13002 *Environmental Health Risk Management*

## Term 2 - 2020

Profile information current as at 10/04/2024 06:35 pm

All details in this unit profile for ENVH13002 have been officially approved by CQUUniversity 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 represents the capstone of your studies in environmental health. The content in this unit integrates the aspects of environmental health theory and practice covered within other environmental health units by focusing on current policy issues, strategies, tools and approaches. Using a range of real world environmental health scenarios, you will be challenged to apply your knowledge and skills to assess, manage and communicate the associated risks to public health. During residential school, you will develop your practical skills in risk assessment and management practices related to a range of contemporary and emerging environmental health issues in the field. Topics covered in this unit include environmental health policy making, health impact assessment, the use of decision support tools, strategic and operational management.

### 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: ENVH11001 Health & the Environment; ENVH12001 Food Safety; ENVH12002 Environmental Health Law; ENVH12003 Environmental Toxicology

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 - 2020

- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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. **Portfolio**

Weighting: 25%

#### 2. **Group Discussion**

Weighting: 40%

#### 3. **Written Assessment**

Weighting: 35%

### 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 Student feedback.

##### **Feedback**

Reduced turnaround time for discussion topics.

##### **Recommendation**

Marking discussion topics to be given higher priority to allow students time to receive feedback before subsequent task is due.

#### Feedback from Student feedback.

##### **Feedback**

Exemplar to provide more guidance for the final assessment task.

##### **Recommendation**

Provide exemplar for 2020 offering.

## Unit Learning Outcomes

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

1. Assess the risks to public health relating to a range of environmental health issues
2. Formulate strategies, using a variety of tools and approaches, to effectively manage contemporary and emerging environmental health hazards and issues
3. Assess your own strengths and weaknesses, and those of others, when working in a team context
4. Evaluate a variety of approaches to environmental health policy making

This unit relates to the following criteria for accreditation by Environmental Health Australia:

C1: Knowledge of written and verbal communication techniques and strategies suitable for diverse audiences, purposes and contexts.

C2: Knowledge of strategies to build collaboration, work in teams, mediate, educate, advocate, and influence outcomes and deal with difficult situations.

C3: Basic principles of reflective practice and self-development for effective communication.

E1: Understanding of the core principles, frameworks for and procedures involved in risk assessment for environmental health contexts.

E2: Critical evaluation of evidence underpinning environmental health risk assessment.

E3: Introduction to risk management principles and evaluation of risk management options.

L10: Knowledge of compliance options (legislative and non- legislative) including their strengths, limitations and legislative requirements.

L15: Introduction to key government strategies and intergovernmental agreements in the context of environmental health.

L16: Introduction to policy and program development and evaluation techniques.

M1: Introduction to decision support tools (e.g. risk analysis, cost-benefit analysis, etc.).

M3: Introduction to strategic and operational planning.

M4: Introduction to key government protocols in the context of environmental health

P3: Introduction to linkages between environment and health.

P4: Introduction to linkages between environment and health policies and programs.

P6: Introduction to environmental and health impact assessment.

P8: Introduction to how environmental health principles are applied in policy development and decision making

R5: Problem solving using systems thinking and critical judgement.

## 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
1 - Portfolio - 25%	•			
2 - Group Discussion - 40%	•	•	•	
3 - Written Assessment - 35%				•

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Portfolio - 25%	•	•	•				•	•		
2 - Group Discussion - 40%	•	•	•	•	•	•				
3 - Written Assessment - 35%	•		•	•			•	•		

## Textbooks and Resources

### Textbooks

ENVH13002

#### Prescribed

##### Environmental Health Policy

Edition: 1st (2006)

Authors: Ball, David

Open University Press, McGraw Hill Education

Maidenhead , Berkshire , United Kingdom

ISBN: 9780335218431

Binding: Paperback

#### Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). You may also be able to purchase an electronic copy of this text at the publisher's UK website, <https://www.mheducation.co.uk/ebook-environmental-health-policy-9780335229499-emea>

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- ZOOM Videoconferencing software is recommended for student collaboration. A ZOOM account is available with your student credentials.

## Referencing Style

**All submissions for this unit must use the referencing styles below:**

- [Australian Guide to Legal Citation, 4th ed](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Lisa Bricknell** Unit Coordinator

[l.bricknell@cqu.edu.au](mailto:l.bricknell@cqu.edu.au)

## Schedule

### Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1:</b> Risk and environmental health policy	<b>Overview</b> <b>Chapter 1</b> Introduction to environmental health policy <b>Chapter 2</b> The emergence of risk assessment	

### Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 1:** Risk and environmental health policy

**Chapter 3** A model for human health risk assessment  
**Chapter 4** Hazard identification

### Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1:</b> Risk and environmental health policy	<b>Chapter 5</b> The dose-response relationship <b>Chapter 6</b> Exposure assessment <b>Chapter 7</b> Risk characterisation	

### Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2:</b> Approaches to environmental health policy (rational action)	<b>Chapter 8</b> Economic appraisal <b>Chapter 9</b> The management of ionising radiation <b>Chapter 10</b> Environment and safety	<b>Environmental health problem solving (Topic 1) Due Friday 11:45 PM AEST</b>

### Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2:</b> Approaches to environmental health policy (rational action)	<b>Chapter 8</b> Economic appraisal <b>Chapter 9</b> The management of ionising radiation <b>Chapter 10</b> Environment and safety	

### Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2:</b> Approaches to environmental health policy (beyond rational action)	<b>Chapter 11</b> An introduction to alternate theories of risk <b>Chapter 12</b> Risk perception and the psychometric paradigm <b>Chapter 13</b> Cultural theory	<b>Environmental health problem solving (Topic 2) Due Friday 11:45 PM AEST</b>

### Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2:</b> Approaches to environmental health policy (alternate approaches)	<b>Chapter 14</b> Environmental, social and health impact assessment <b>Chapter 15</b> Environmental risk ranking <b>Chapter 16</b> Alternatives assessment to precaution	

### Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Environmental health problem solving (Topic 3) Due Friday 11:45 PM AEST</b>

### Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3:</b> Policy making: global and local initiatives	<b>Chapter 17</b> From risk communication to participatory decision making <b>Chapter 18</b> Philosophy, politics and prejudice	

### Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3:</b> Policy making: global and local initiatives (cont'd)	<b>Chapter 19</b> Issues of local policy <b>Chapter 20</b> Issues of global policy	

**Week 11 - 28 Sep 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Review		

**Week 12 - 05 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Review		

**Review/Exam Week - 12 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Policy analysis</b> Due: Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

**Exam Week - 19 Oct 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Due to COVID-19 impacts at the time of preparing this unit profile, the residential school attached to this unit for Term 2 2020 has been postponed and will need to be completed at a later date. Further details will be made available on the Moodle site in due course.

## Assessment Tasks

### 1 Residential School activities

**Assessment Type**

Portfolio

**Task Description****Details**

While at residential school, you will be involved in a number of on-site inspections. Prepare a portfolio of your observations. For each inspection, you should include:

- the name and address of the premises
- the operator's name
- the name of the on-site contact person/s
- a description of the premises, including its general location, operations, employment details, etc.
- an assessment of existing or potential environmental health problem areas/issues, including a general assessment of risk, considering aspects such as risks to public health, environmental protection, reputation, legal obligations and financial issues.
- recommendations for mitigation or improvement.

The inclusion of photographs, sketches or maps is encouraged where appropriate.

These are reports of your observations, so it is not necessary to be formatted as if you are writing a formal report. It should be comprehensive and use appropriate terminology but you do not need to write this in a formal style. Professional notes are suitable.

**Assessment Due Date**

TBA once residential school dates have been finalised.

**Return Date to Students**

TBA once residential school dates have been finalised.

**Weighting**

25%

**Minimum mark or grade**

You must achieve a passing grade for this item and an overall composite grade of 50% to be eligible to pass the unit.

## Assessment Criteria

Your submission will be graded according to the following criteria:

### Relevance (30%)

- Processes of assessment used are aligned to the site conditions
- Hazards identified/assessed are appropriate
- Observations are relevant

### Validity (40%)

- Depth and extent of discussion, i.e., understanding of concepts and observations
- Accuracy of the risk assessment
- Judgment and reasoning, i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

### Organisation (20%)

- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

### Presentation (10%)

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

### Referencing Style

- [Australian Guide to Legal Citation, 4th ed](#)
- [Harvard \(author-date\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Assess the risks to public health relating to a range of environmental health issues

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Cross Cultural Competence
- Ethical practice

## 2 Environmental health management

### Assessment Type

Group Discussion

### Task Description

#### Details

#### Part A: Environmental health problem solving (75%)

Three real-world environmental health problems will be presented to the class for discussion throughout the term. In groups, your task is to develop a strategy to manage the risk to public health using a variety of approaches. How you go about solving the problem is up to you as a group but you will have a limited time in which to achieve an outcome. You will need to research the issue using the body of scholarly literature and propose solutions based on the evidence. You should not wait until the end of the set period for discussion to participate in these discussions, but become involved throughout. Timeliness of your posting will be considered when your postings are graded. **Failure to contribute positively and actively in any way to the team problem-solving process will result in a fail grade for the entire assessment task, regardless of the team score.** You should document your discussions and the decision-making process. You are encouraged to use the CQU Docs Cloud Applications environment to complete this activity. More information will be provided on Moodle.

#### Part B: Team participation (25%)

1. Complete a self and peer assessment task evaluating the quality of participation from each of your team



members and an assessment of your own contribution. This activity will contribute 15% of the grade allocated to Assessment Task 2.

2. Complete a short reflection (no more than 500 words) on the way in which the team environment contributed to the problem-solving process and ways in which your own participation could have made work more effective. This activity will contribute 10% of the grade allocated to Assessment Task 2.

### **Assessment Due Date**

Friday of Weeks 4, 6 and 8.

### **Return Date to Students**

Friday of Weeks 6, 8 and 10.

### **Weighting**

40%

### **Assessment Criteria**

Grades for this assessment will be awarded based on the quality of your contributions and the extent of your team participation in your postings. Contributing to the team by simply answering the questions will earn a Pass grade. Higher grades will be awarded for responses demonstrating advanced understanding of the environmental health issues, the risk management process and the unit learning outcomes.

#### **Part A: Environmental health problem solving (75%)**

- relevance of the discussion to the problem under consideration
- depth and quality of discussion
- factual accuracy of the discussion
- quality of the conclusions
- effectiveness and applicability of proposed management strategies

#### **Part B: Team Participation (25%)**

- Reliability
- Time management
- Group dynamics
- Depth of reflection

### **Referencing Style**

- [Australian Guide to Legal Citation, 4th ed](#)
- [Harvard \(author-date\)](#)

### **Submission**

Online Group

### **Submission Instructions**

Discussions will be submitted by group. The Self & Peer Assessment and reflection must be completed individually.

### **Learning Outcomes Assessed**

- Assess the risks to public health relating to a range of environmental health issues
- Formulate strategies, using a variety of tools and approaches, to effectively manage contemporary and emerging environmental health hazards and issues
- Assess your own strengths and weaknesses, and those of others, when working in a team context

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

## **3 Policy analysis**

### **Assessment Type**

Written Assessment

## **Task Description**

### **Details**

Your final assessment item is an analysis of government policy relating to an environmental health issue of importance. The issue that you choose is up to you, but you should be careful to choose one which has current policies in existence. Policies can be state, national or international (or a combination) in scope.

### **Report**

Your report needs to use a generic report format and clearly discuss:

- Introduction- your chosen issue some background on the problem and an explanation of its importance.
- A summary of existing policy
- A discussion of the theoretical approach used for current policy
- A critical analysis of the strengths and weaknesses of the policy in regard to past successes/failures and future factors that may influence the environmental health issue you have chosen.
- Recommendations- what you recommend be done based on your analysis. You should consider alternative theoretical approaches to how policy on this topic could be developed or improved in the future.

### **Assessment Due Date**

Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

### **Return Date to Students**

Following certification of grades.

### **Weighting**

35%

### **Assessment Criteria**

Your submission will be graded according to the following criteria:

#### **Relevance (30%)**

- Depth of understanding in formulating responses to the assigned task
- Alignment of responses to the assigned task
- Connections between discussion and evidence

#### **Validity (40%)**

- Depth and extent of discussion, i.e., understanding of concepts and evidence
- Accuracy and originality of the discussion
- Judgement and reasoning, i.e., assertions made based on level of critical thought, analysis and synthesis
- Depth and extent of evidence used

#### **Organisation (20%)**

- Consideration of required components of the assigned task
- Structure and flow of information
- Coherence and clarity of expression (spelling, grammar, syntax)

#### **Presentation (10%)**

- Style and formatting in accordance with required academic standards
- Typographical matters
- Referencing protocols
- Length

### **Referencing Style**

- [Australian Guide to Legal Citation, 4th ed](#)
- [Harvard \(author-date\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Evaluate a variety of approaches to environmental health policy making

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- 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