



# OCHS11025 Health and Safety Risk Management

## Term 1 - 2017

Profile information current as at 26/04/2024 12:01 am

All details in this unit profile for OCHS11025 have been officially approved by CQU University 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 foundation unit introduces you to the principles of risk management and their application within a health and safety context. You will be able to define the terms utilised in the broader principles of risk management and learn to identify, prioritise and manage hazards according to their risk in a variety of environments.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### 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 1 - 2017

- Adelaide
- Brisbane
- Bundaberg
- Distance
- Gladstone
- Melbourne
- Perth
- Rockhampton
- 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 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. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Portfolio**

Weighting: 40%

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

Weighting: 40%

### 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**

Students commented that the assignment resources were very useful.

**Recommendation**

Continue to provide resources that help students complete assessment items.

**Action**

The same resources were provided to students.

#### Feedback from Student feedback

**Feedback**

Students found assessment items challenging and asked to have them spread out more to enable a greater opportunity to incorporate changes based on the feedback from previous submissions.

**Recommendation**

Review assessment items.

**Action**

Assessment items were reviewed and redesigned. Improvements were shown, in the achievement of higher grades and fewer fails.

#### Feedback from Student feedback

**Feedback**

Students found the case studies useful for reinforcing risk concepts.

**Recommendation**

Continue this practice.

**Action**

Case studies help students learn from failure and these were continued.

## Unit Learning Outcomes

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

1. Define terms utilised in risk management.
2. Recognise and apply the principles of risk management in a health and safety context.
3. Identify and prioritise hazards according to their risk in a variety of settings.
4. Apply the hierarchy of control in recommending appropriate interventions to control risk.
5. Demonstrate diverse and critical thinking in risk management decision making.
6. Differentiate between compliance-based and evidence-based practice.

## 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 - Online Quiz(zes) - 20%   | •                 |   |   |   |   | • |
| 2 - Portfolio - 40%          |                   | • | • | • | • |   |
| 3 - Written Assessment - 40% | •                 | • | • | • | • | • |

### 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 - Online Quiz(zes) - 20%   | •                   | • | • | • |   | • |   | • |   |    |
| 2 - Portfolio - 40%          | •                   | • | • | • |   | • | • | • |   |    |
| 3 - Written Assessment - 40% | •                   | • | • | • |   | • | • | • |   |    |

## Textbooks and Resources

### Textbooks

OCHS11025

#### Prescribed

**Set phasers on stun and other true tales of design, technology and human error**

Edition: 2 (1998)

Authors: Casey, S

Aegean Publishing

Santa Barbara , CA , USA

ISBN: 9780963617880

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

### 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

**Elise Crawford** Unit Coordinator

[e.crawford@cqu.edu.au](mailto:e.crawford@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

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

### Week 2 - 13 Mar 2017

| Module/Topic  | Chapter                             | Events and Submissions/Topic |
|---------------|-------------------------------------|------------------------------|
| Risk concepts | In Search of the Lost Cord (p. 177) |                              |

### Week 3 - 20 Mar 2017

| Module/Topic         | Chapter                | Events and Submissions/Topic |
|----------------------|------------------------|------------------------------|
| Risk decision-making | Never Cry Wolf (p. 89) |                              |

### Week 4 - 27 Mar 2017

| Module/Topic | Chapter                 | Events and Submissions/Topic |
|--------------|-------------------------|------------------------------|
| Risk context | Silent Warning (p. 133) |                              |

### Week 5 - 03 Apr 2017

| Module/Topic        | Chapter                       | Events and Submissions/Topic |
|---------------------|-------------------------------|------------------------------|
| Risk identification | The Peppermint Twist (p. 212) |                              |

**Vacation Week - 10 Apr 2017**

| Module/Topic | Chapter | Events and Submissions/Topic  |
|--------------|---------|---|
|              |         | <b>Quizzes</b> Due: Vacation Week<br>Wednesday (12 Apr 2017) 11:45 pm<br>AEST |

**Week 6 - 17 Apr 2017**

| Module/Topic  | Chapter                   | Events and Submissions/Topic |
|---------------|---------------------------|------------------------------|
| Risk analysis | Zzss in Zeebrugge (p.142) |                              |

**Week 7 - 24 Apr 2017**

| Module/Topic   | Chapter                  | Events and Submissions/Topic |
|----------------|--------------------------|------------------------------|
| Risk control I | Return to Salyut (p. 23) |                              |

**Week 8 - 01 May 2017**

| Module/Topic    | Chapter                      | Events and Submissions/Topic   |
|-----------------|------------------------------|--|
| Risk control II | Genie in the Bottle (p. 117) | <b>Case Study Tasks</b> Due: Week 8<br>Friday (5 May 2017) 11:45 pm AEST |

**Week 9 - 08 May 2017**

| Module/Topic       | Chapter            | Events and Submissions/Topic |
|--------------------|--------------------|------------------------------|
| Risk communication | Rental Car (p. 35) |                              |

**Week 10 - 15 May 2017**

| Module/Topic | Chapter                     | Events and Submissions/Topic |
|--------------|-----------------------------|------------------------------|
| Risk review  | Set Phasers on Stun (p. 13) |                              |

**Week 11 - 22 May 2017**

| Module/Topic                 | Chapter                                | Events and Submissions/Topic |
|------------------------------|--|------------------------------|
| Pre and post risk management | Murphy's Law and Newton's Law (p. 241) |                              |

**Week 12 - 29 May 2017**

| Module/Topic | Chapter | Events and Submissions/Topic  |
|--------------|---------|---|
| Review       |         | <b>OHS Risk Report</b> Due: Week 12<br>Friday (2 June 2017) 11:45 pm AEST |

**Review/Exam Week - 05 Jun 2017**

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

**Exam Week - 12 Jun 2017**

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

[No exam set for this unit]

## Assessment Tasks

### 1 Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

The purpose of this assessment item is to assess your ability to define and critically think about the terms and principles of health and safety risk management, including compliance and evidence-based practice.

Your task is to complete two quizzes by the nominated due dates. Each online quiz is composed of 20 questions. Quiz 1 questions are drawn from the unit material presented in weeks 1 and 2. Quiz 2 questions are drawn from the unit material presented in weeks 3 and 4. Each quiz is made available for two weeks during which time you will have 1 hour to complete the quiz. In case of internet failure during quiz completion, you will be allowed a second opportunity after a

30-minute lock-out period between each access.

- Quiz 1 opens Week 2 - Thursday 16-03-17 (08:00 AEST) and closes Week 4 - Wednesday 29-03-17 (23:45 AEST).
- Quiz 2 opens Week 4 - Thursday 30-03-17 (08:00 AEST) and closes Vacation Week - Wednesday 12-04-17 (23:45 AEST).
- QuizQuiz

**Number of Quizzes**

2

**Frequency of Quizzes**

Fortnightly

**Assessment Due Date**

Vacation Week Wednesday (12 Apr 2017) 11:45 pm AEST

**Return Date to Students**

Monday (17 Apr 2017)

**Weighting**

20%

**Assessment Criteria****Assessment Criteria**

Immediate indication of the number of correct responses will be available via Moodle, each quiz representing 10% of the total unit grade.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Define terms utilised in risk management.
- Differentiate between compliance-based and evidence-based practice.

**Graduate Attributes**

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

## 2 Case Study Tasks

**Assessment Type**

Portfolio

**Task Description**

The purpose of this assessment item is to assess your ability to conduct a number of risk management activities and to communicate your findings meaningfully. Starting from Week 2, you will be presented with a case study for discussion in Moodle. You are to select two case studies, one for each task. Your completed task is to be posted in the designated discussion forum. Once posted you will be able to view the work of other students. You can start these tasks after the first case study has been presented, but must complete both tasks before the due date.

You are required to complete the following:

**Case Study Task 1 - Risk Identification (15%)**

In 300 words or less:

- Select and identify your chosen case study
- Describe the context in which risks arose in the case study (internal and external)
- Identify who was at risk
- Identify and discuss any hazards, vulnerabilities or other contributing factors that exposed people to risks
- Cite at least 1 reputable source

**Case Study Task 2 - Risk Analysis (25%)**

In 500 words or less:

- Select and identify your chosen case study
- Describe the context in which risks arose in the case study (internal and external)
- Identify who was at risk
- Identify and discuss any hazards, vulnerabilities or other contributing factors that exposed people to risks
- Identify any existing risk control measures and discuss any weaknesses noted

Select one risk to analyse and do the following:

- Identify associated hazard(s) or contributing factor(s)
- Describe the nature of the harm that this hazard could cause (support with a reference)
- Determine how severe the harm could be (consequences)
- Determine the likelihood of the harm occurring (likelihood)
- Based on this analysis, assess and determine the level of risk arising
- Cite at least 2 reputable sources

#### Due dates

- Case Study Task 1 due Week 6, Friday 21-04-17 (23:45 AEST)
- Case Study Task 2 due Week 8, Friday 05-05-17 (23:45 AEST)

#### **Assessment Due Date**

Week 8 Friday (5 May 2017) 11:45 pm AEST

#### **Return Date to Students**

Week 10 Friday (19 May 2017)

Feedback for both tasks will be provided in the designated discussion area so that all students can benefit from the learnings.

#### **Weighting**

40%

#### **Assessment Criteria**

You will be assessed against the following criteria:

##### Case Study Task 1 (Grade converts to 15% of the total unit grade)

50% Content

- Describes all relevant contextual factors
- Identifies who is at risk to health and safety
- Identifies hazards accurately
- Demonstrates understanding of how risks arise

50% Communication

- Written expression is clear, concise and free of spelling and grammatical errors
- Accurate use of Harvard Referencing Style
- Utilises reputable sources(s) - at least 1

##### Case Study Task 2 (Grade converts to 25% of the total unit grade)

60% Content

- Describes all relevant contextual factors
- Identifies who is at risk to health and safety
- Identifies hazards accurately
- Demonstrates understanding of how risks arise
- Identifies existing risk controls and weaknesses associated with them (as applicable)
- Describes the nature of the harm that associated hazard(s) (of chosen risk) could cause
- Determines the severity of the harm
- Determines the likelihood of harm occurring
- Assesses and determines the level of risk arising

40% Communication

- Written expression is clear, concise and free of spelling and grammatical errors
- Accurate use of Harvard Referencing Style
- Utilises reputable sources(s) - at least 2

## Referencing Style

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

## Submission

Online

## Submission Instructions

To aid accessibility, please copy your completed activity into the comments area, rather than uploading a document.

## Learning Outcomes Assessed

- Recognise and apply the principles of risk management in a health and safety context.
- Identify and prioritise hazards according to their risk in a variety of settings.
- Apply the hierarchy of control in recommending appropriate interventions to control risk.
- Demonstrate diverse and critical thinking in risk management decision making.

## Graduate Attributes

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

## 3 OHS Risk Report

### Assessment Type

Written Assessment

### Task Description

The purpose of this assessment item is for you to demonstrate that you can apply and communicate risk management principles to improve the health and safety of people associated with a particular task.

In about 1200 words you are required to formally communicate the risks to health and safety associated with a task and offer recommendations to reduce the identified risk(s). The report is to be directed to a higher authority (or partner) in a convincing manner in order to persuade this authority to accept your proposed risk control plan. To be appropriate for this assignment, the task must be observable, should take about 6 discrete steps to complete, be work-related, and present a risk to someone's health and safety. To ensure your task is suitable for this assignment, there is a dedicated discussion forum set up and active until the end of week 10. Here you can seek early feedback on your task to check suitability. It is highly recommended that you take advantage of this opportunity before embarking on the rest of the assignment.

### The report needs to include the following:

- Description of task, worker (user) and contextual factors that may influence health and safety
- Analysis of the task to identify hazards, risks and existing control measures
- Outcome of the risk assessment (analysis and evaluation)
- Evaluation of risk control options by utilising a suitable risk control framework (i.e. the hierarchy of control, and what might be reasonably practicable to do)
- Risk Control Plan and associated Corrective Actions Plan
- Consideration of relevant WHS legislation within an evidence-based framework
- Assertions are supported by reputable sources
- CQUniversity Harvard Referencing Style
- All completed worksheets

### A formal report structure is required:

- Assessment title page
- Short letter/email of transmittal
- Executive summary
- Introduction - purpose of the report
- Background - the task and context
- Method - how you investigated the problem
- Findings - results of the risks assessment
- Discussion - implications of the results and an evaluation of potential risk control options
- Conclusion
- Recommendations (prioritised)

- References (current CQU Harvard Referencing Style)
- Appendices (i.e. completed worksheets including the corrective actions plan).

### **Assessment Due Date**

Week 12 Friday (2 June 2017) 11:45 pm AEST

### **Return Date to Students**

Review/Exam Week Friday (9 June 2017)

### **Weighting**

40%

### **Assessment Criteria**

**This assignment will be assessed on the following criteria:**

70% Content

- Describes a task, worker (user) and contextual factors that may influence OHS.
- Selects an appropriate method to analyse a task for hazards and conducts proficient analysis.
- Identifies hazards and associated risks to health and safety.
- Considers existing control measures.
- Develops appropriate OHS risk control options.
- Evaluates risk control options in consideration of the hierarchy of control measures and what may be reasonably practicable to do.
- Demonstrates diverse and critical thinking skills
- Recommends a suitable Risk Control Plan and associated Corrective Actions Plan that suitably utilises WHS legislation within an evidence-based framework.
- Completes all worksheets (i.e. Task Analysis, Risk Assessment and Corrective Actions Plan). Worksheets are located in the appendix.

30% Communication

- Report is professionally presented
- Written expression is clear, concise, logical and persuasive
- Accurate spelling and grammar
- Relevant and reputable use of the literature
- Resources are appropriately acknowledged (i.e. current CQUni Harvard Style)
- Contains at least 6 reputable references

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

The following submission formats are acceptable: doc, docx, pdf.

### **Learning Outcomes Assessed**

- Define terms utilised in risk management.
- Recognise and apply the principles of risk management in a health and safety context.
- Identify and prioritise hazards according to their risk in a variety of settings.
- Apply the hierarchy of control in recommending appropriate interventions to control risk.
- Demonstrate diverse and critical thinking in risk management decision making.
- Differentiate between compliance-based and evidence-based practice.

### **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