OCHS12002 *Occupational Health and Safety Practice*
Term 2 - 2018

Profile information current as at 06/05/2024 08:44 pm

All details in this unit profile for OCHS12002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
This unit develops technical competencies for the developing occupational health and safety practitioner. Students will visit a range of worksites and gain practical experience in conducting routine occupational health and safety activities.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
OCHS11025 Health & Safety Risk Management and (OCHS11026 Introductory Occupational Health & Safety OR OCHS12001 Introductory Occupational Health & Safety).
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 - 2018
- Adelaide
- Brisbane
- Bundaberg
- Gladstone
- Melbourne
- Mixed Mode
- 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).

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. **Group Work**
Weighting: 30%
2. **Written Assessment**
Weighting: 30%
3. **Portfolio**
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 Have Your Say

Feedback

Students expressed a desire for more time at residential school to prepare for their team presentations.

Recommendation

The timetable will be designed to allow students more time to prepare for team assignments.

Feedback from Have Your Say

Feedback

Distance students enjoyed the opportunity to learn in a classroom environment.

Recommendation

The workshop style rooms located in building 29 worked well and allowed for greater collaborative opportunity. This room style will be sought for subsequent offerings.

Unit Learning Outcomes

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

1. Demonstrate practical skills in hazard identification, assessment, control and review.
2. Apply theoretical concepts to practical situations.
3. Apply legislation, occupational health and safety guidelines and scientific evidence toward safety strategies.
4. Communicate occupational health and safety information professionally to a variety of audiences.
5. Utilise skills in ethical practice, teamwork and reflection at the level of a developing OHS practitioner.
6. Construct a formal inspection report demonstrating 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 - Group Work - 30%	●	●	●	●	●	
2 - Portfolio - 40%	●	●	●	●	●	
3 - Written Assessment - 30%	●	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Communication	•	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•	•
3 - Critical Thinking	•	•	•	•	•	•
4 - Information Literacy	•	•	•	•	•	•
5 - Team Work	•	•	•	•	•	
6 - Information Technology Competence			•	•	•	•
7 - Cross Cultural Competence				•	•	•
8 - Ethical practice	•	•	•	•	•	•
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Work - 30%		•	•	•	•	•	•	•		
2 - Portfolio - 40%	•	•	•	•		•	•	•		
3 - Written Assessment - 30%	•	•	•	•		•		•		

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

Elise Crawford Unit Coordinator
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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional Practice	Prescribed readings • OHS professional capabilities framework (INSHPO 2016) • Evidence-based practice in health sciences (CQUniversity 2014)	Complete the *Belbin Team Role Test* located in Moodle.

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Professional Communication	Prescribed readings • The art of motivating behavior change (Shinitzky & Kub 2013) • Team role handouts (Belbin 2016)	Form teams of four, select a presentation topic, and begin working on the oral presentation.

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Inspections & OHS Regulations	Prescribed readings • *Work Health and Safety Regulation 2011* (Qld) • Workplace inspections (Taylor, Easter & Hegney 2006)	Teams must be formed by close of business Friday, anyone without a team will be allocated by the Unit Coordinator.

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Hygiene (Noise & Light)	Prescribed readings • AS/NZS 1269.1:2005 (Acoustics) • AS/NZS 1680.1:2006 (Interior lighting)	Finalise the *General Workplace Inspection Checklist*

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ergonomics in the Workplace	Prescribed reading • Guidelines for computer workstations (Cook & Burgess-Limerick 2003)	Finalise the *Oral Presentation Outline*.

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Residential School (Rockhampton)		**Oral Presentation Outline** Due: Monday (20 Aug 2018) 9:00am AEST (Slides due at the end of residential school) **Self & Peer Assessment** Due: Monday (20 Aug 2018) 9:00am AEST **General Workplace Inspection Checklist** Due: Monday (20 Aug 2018) 9:00am AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Technical report writing	Prescribed reading • HSE's decision-making process (HSE 2001)	**Oral Presentation** Due: Week 7 Monday (27 Aug 2018) 9:00 am AEST

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Inspection Checklists	Prescribed reading • Work Health and Safety Regulations for your state	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Occupational Hygiene Mapping	Prescribed reading • Code of Practice: Noise (SWA 2015)	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Ergonomic Assessment Reporting	Prescribed reading • SAA HB59-1994 (Ergonomics: the human factor)	**Workplace Inspection Report** Due: Week 10 Monday (17 Sept 2018) 9:00 am AEST

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflective Practice	Prescribed reading • Reflective practice (Mann, Gordon & MacLeod 2009)	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Assessment Finalisation		

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Residential School Portfolio Due: Review/Exam Week Monday (8 Oct 2018) 9:00 am AEST

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit has a compulsory residential school in Week 6 (Monday - Friday) at Rockhampton. You are responsible for bringing the following personal protective equipment:

- Long cotton pants (jeans are fine)
- Long sleeved collared shirt (high visibility)
- Safety boots (steel capped)
- Hard hat
- Sun hat
- Clear safety glasses
- Tinted safety glasses (optional)

You will be able to undertake the General Construction Induction course (White Card). Details are below. Registration details will be provided on Moodle.

- Cost: $55
- Duration: about 6 hours
- Time: During residential school (one session will be on Friday 24th August 2:00-5:00 pm)
- Place: Rockhampton North Campus
- Requirements: Pen and computer (access to Moodle)

Assessment Tasks

1 Oral Presentation

Assessment Type
Group Work

Task Description
For both study and future work purposes, it is important that you develop confidence in presenting orally to a group. The objective of this assessment item is to develop professional presentation skills. You are required to perform the following tasks:

1. Undertake the *Team Role Test* provided on Moodle, then form a balanced team of four that is representative of the three broad team-role preference areas, namely: social, action and thinker. The team must be formed by Friday of Week 3. Students not yet in a team will be allocated by the Unit Coordinator.
2. Select and research an oral presentation topic from the list provided on Moodle (or other, if approved by the Unit Coordinator)
3. Prepare the presentation before arriving at residential school.
4. Submit presentation outline by 9:00 am, day one of residential school.
5. Present the presentation at residential school.
6. Introduce and chair questions for another team.
7. Submit presentation slides in Powerpoint or pdf at the end of the residential school.

The presentation is to take 15 minutes after which there will be 5 minutes for questions. The presentation is to engage the audience and include some form of reinforcement activity to aid learning. The presentation should be appropriate for managers and contain enough information to make a compelling case that requires management approval and resources.

Assessment Due Date
Week 7 Monday (27 Aug 2018) 9:00 am AEST

Return Date to Students
Week 8 Friday (7 Sept 2018)

Weighting
30%

Assessment Criteria
Oral Presentation

1. Preparation (5 marks)

2. Depth of discussion (10 marks)
3. Embedded reinforcement activity (5 marks)
4. General delivery (5 marks)
5. Chair for another team presentation: introduce and chair questions (5 marks)

A detailed marking rubric is available in Moodle during the term.

Referencing Style

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

Submission
Offline Group

Submission Instructions
You will be required to deliver the presentation to the rest of the class during Residential School. Presentation slides (pdf or ppt only) are to be submitted by the end of residential school.

Learning Outcomes Assessed

- Demonstrate practical skills in hazard identification, assessment, control and review.
- Apply theoretical concepts to practical situations.
- Apply legislation, occupational health and safety guidelines and scientific evidence toward safety strategies.
- Communicate occupational health and safety information professionally to a variety of audiences.
- Utilise skills in ethical practice, teamwork and reflection at the level of a developing OHS practitioner.

Graduate Attributes

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

2 Workplace Inspection Report

Assessment Type
Written Assessment

Task Description
This is a group assignment. While at residential school you will conduct a number of workplace inspections in a variety of different work environments. Your group will be allocated one of these workplaces for the purposes of this assignment. You are required to complete the following:

1. Technical workplace inspection report

- Cover page (Assignment details and group ID)
- Letter of transmittal
- Report title page
- Executive summary (one page only)
- Table of contents
- Contextualises the workplace
- Outlines the methodology (inspection process)
- Reports findings (includes good practice and areas for improvement)
- Discusses observed risks and additional risk treatment (assertions are supported)
- Proposes an evidence-based Risk Control Plan and associated Corrective Actions Plan that is reasonably practicable
- Assertions are supported with references to reputable sources (minimum of five peer-reviewed journal articles)
- Appendices include: The completed Inspection Checklist and Corrective Action Plan
- Complies with the limit of 2,500 words (excludes: cover page, letter of transmittal, title page, executive summary, table of contents, reference list and appendices).

2. Self & Peer Review
One week before this assessment is due, you will be provided a link to an online survey via email. You will grade yourself using the set criteria, and then grade each of your fellow team members using the same criteria. If student work performance is good, or communication skills are good, the peer review mark will reflect this. This survey must be

completed prior to the due date when it will close. The Unit Coordinator will allocate a grade based on a combination of the self-assessment and the peer review mark allocated by fellow team members. If you believe that the peer assessment is unfair, you can make a case to the Unit Coordinator who will moderate the grade on a case-by-case basis.

Assessment Due Date
Week 10 Monday (17 Sept 2018) 9:00 am AEST

Return Date to Students
Week 12 Monday (1 Oct 2018)

Weighting
30%

Assessment Criteria

1. Workplace contextualisation (3 marks);
2. Identifies aspects done well and those that need improvement (6 marks);
3. Discusses and evaluates risks observed by utilising a suitable risk control framework (9 marks);
4. Develops an evidence-based risk control plan and associated Corrective Actions Plan (6 marks);
5. Assertions are supported with reference to reputable sources (min. of 5 peer-reviewed journal articles) (3 marks);
6. Professionally presented, contains all parts, and communicated concisely (1.5 marks); and
7. Self and peer review on member contribution (1.5 marks).

As a guide, reports of 2,500 words are most likely to be successful. Reports that exceed the word limit are likely to lack focus, and those below are likely to lack depth.
A detailed marking rubric is available in Moodle during the term.

Referencing Style

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

Submission
Online Group

Submission Instructions
Submit one report per group

Learning Outcomes Assessed

- Demonstrate practical skills in hazard identification, assessment, control and review.
- Apply theoretical concepts to practical situations.
- Apply legislation, occupational health and safety guidelines and scientific evidence toward safety strategies.
- Communicate occupational health and safety information professionally to a variety of audiences.
- Utilise skills in ethical practice, teamwork and reflection at the level of a developing OHS practitioner.
- Construct a formal inspection report demonstrating evidence based-practice.

Graduate Attributes

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

3 Residential School Portfolio

Assessment Type
Portfolio

Task Description
This is an individual assignment. At residential school you will collect data as you undertake a variety of risk management practical tasks. The write-up of these activities is to be presented as a single portfolio document (in pdf or word format). The following items should be included in the portfolio:

1. A general workplace checklist (3-4 pages)
2. Occupational hygiene reports: maps (noise/light), findings and conclusions. All assertions must be supported with reference to reputable sources (500 words)

3. Ergonomic workstation assessment: method, results and recommendations. All assertions must be supported with reference to reputable sources (500 words)
4. Personal reflections (300 to 400 words): (a) what you did to demonstrate professionalism at residential school (with reference to The OHS Professional Capability Framework document), and (b) explain and provide reasons for your thoughts on the most outstanding learning for you while at residential school and describe how you will incorporate your learnings into your professional practice.

Assessment Due Date
Review/Exam Week Monday (8 Oct 2018) 9:00 am AEST

Return Date to Students
Exam Week Friday (19 Oct 2018)

Weighting
40%

Minimum mark or grade
To pass this assessment, students must attempt all four tasks and achieve a passing grade for the overall portfolio. Students must pass this assessment to pass this unit.

Assessment Criteria
A general workplace checklist (3-4 pages) (15 marks)

1. Contains space for contextual detail (e.g. work area, date, inspector, consultation, comments, sign-offs, etc.) (4 marks)
2. Contains hazard categories and relevant checklist columns (3 marks)
3. Checklist items are supported with reputable sources and relevant OHS legislation (5 marks)
4. Instructions for use (3 marks)

Occupational hygiene reports: maps, findings, conclusions (10 marks)

1. Mapped appropriately (3 marks)
2. Findings reflect mapped data (3 marks)
3. Appropriate conclusions drawn based on results and current literature (3 marks)
4. References (1 mark)

Ergonomic workstation assessment: method, results, recommendations (10 marks)

1. Introduction and method
2. Workstation checklist is complete (2 marks)
3. Results reflect data on checklist (2 marks)
4. Discussion and conclusions drawn based on results and current literature (3 marks)
5. Recommendations address risks found (2 marks)
6. References (1 mark)

Personal reflections (5 marks)

1. How you demonstrated professionalism at residential school: link to the OHS Professional Capability Framework document (3 marks)
2. Explanation of the most outstanding learning while at residential school and implications on professional practice (2 marks)

Referencing Style

- Harvard (author-date)

Submission
Online

Submission Instructions
The portfolio is to be a single document in the following formats: word or pdf

Learning Outcomes Assessed

- Demonstrate practical skills in hazard identification, assessment, control and review.
- Apply theoretical concepts to practical situations.
- Apply legislation, occupational health and safety guidelines and scientific evidence toward safety strategies.
- Communicate occupational health and safety information professionally to a variety of audiences.
- Utilise skills in ethical practice, teamwork and reflection at the level of a developing OHS practitioner.

Graduate Attributes

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

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem