OCHS12002 *Occupational Health and Safety Practice*
Term 2 - 2019

Profile information current as at 07/05/2024 11:59 am

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 - 2019
- Adelaide
- Brisbane
- Bundaberg
- Gladstone
- Mackay
- 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. **Portfolio**
Weighting: 40%
3. **Written Assessment**
Weighting: 30%

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 survey and student reflections

Feedback

Students appreciated meeting and accessing the expertise of the four lecturers in person while at residential.

Recommendation

Continue to involve members of staff with relevant OHS industry expertise.

Feedback from Have Your Say survey

Feedback

Some students requested more guidance on developing hazard checklists prior to residential school commencement.

Recommendation

Greater guidance on developing the generic hazard checklist will be provided in future 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

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
OCHS12002

Prescribed

Enhancing safety: A Workplace Guide 1
Edition: 4th ed. rev. (2008)
Authors: Taylor, G, Easter, K & Hegney, R
WestOne Services
West Perth , WA , Australia
ISBN: 0730793478 9780730793472
Binding: Paperback
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Supplementary

WHS: A Management Guide
Edition: 5th ed. (2018)
Authors: Archer, R, Borthwick, K, Travers, M & Ruschena, L
Cengage Learning Australia
Melbourne , VIC , Australia
ISBN: 9780170386319
Binding: Paperback

Additional Textbook Information

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

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: 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 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Professional Communication	Prescribed readings • Team role handouts (Belbin 2016)	Form a team, select a presentation topic, and begin working on the oral presentation.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Inspections & OHS Regulations	Prescribed readings • *Work Health and Safety Regulation 2011* (Qld) • Workplace inspections (Taylor, Easter & Hegney 2006)	If you are not in a team by close of business Friday, you will be allocated by the Unit Coordinator.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Occupational Hygiene (Noise & Light)	Prescribed readings • AS/NZS 1680.1:2006 (Interior lighting) • AS/NZS 1269.1:2005 (Acoustics) • Code of Practice: Noise (SWA 2015)	Finalise the *General Workplace Inspection Checklist* that you will use at residential school.

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture: Workplace Ergonomics	Prescribed reading • Guidelines for computer workstations (Cook & Burgess-Limerick 2003) • Chapter 4 Standing and sitting at work (Bridger 2018)	Finalise the *Oral Presentation Outline* and *General Workplace Inspection Checklist.* Prepare for residential school. Requirements are located in Moodle.

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Residential School (Rockhampton)		**Items** Due: Monday (26 Aug. 2019) 8:00 am AEST • Oral Presentation Outline • General Workplace Inspection Checklist

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Zoom Tutorial: Technical Report Writing	Prescribed reading • HSE's decision-making process (HSE 2001)	**Individual Review** Due: (2 Sep. 2019) 11:59 pm AEST **Oral Presentation** Due: Week 7 Monday (2 Sept 2019) 11:59 pm AEST

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Zoom Tutorial: Inspection Checklists	Prescribed reading • Work Health and Safety Regulations for your jurisdiction	

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic

| Zoom Tutorial: Occupational Hygiene Mapping | Prescribed reading
• AS/NZS 1680.1:2006 (Interior lighting)
• AS/NZS 1269.1:2005 (Acoustics)
• Code of Practice: Noise (SWA 2015) | **Residential School Portfolio** Due: Week 9 Friday (20 Sept 2019) 11:59 pm AEST |

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Zoom Tutorial: Workstation Assessment Reporting	Prescribed reading • SAA HB59-1994 (Ergonomics: the human factor) • Hazardous Manual Tasks Code of Practice (SWA 2011)	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Zoom Tutorial: Reflective Practice	Prescribed reading • Reflective practice (Mann, Gordon & MacLeod 2009)	**Workplace Inspection Report** Due: Week 11 Friday (4 Oct 2019) 11:59 pm AEST

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Zoom Tutorial: Assessment Finalisation		**Individual Review** Due: (11 Oct. 2019) 11:59 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

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 with reflective strips)
- Safety boots (Steel capped)
- Hard hat
- Sun hat
- Clear safety glasses
- Tinted safety glasses (optional)

PLEASE NOTE: The textbook entitled 'Enhancing Safety' is no longer available for purchase and therefore is no longer set as a prescribed text.

Assessment Tasks

1 Oral Presentation

Assessment Type
Group Work

Task Description
This is a team assignment. 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 to get to know your personal strengths and weaknesses

regarding teamwork.

2. Form a team by Friday of Week 3. Students not yet in a team will be allocated by the Unit Coordinator. Details about forming teams is available on Moodle.
3. Select and research an oral presentation topic from the list provided on Moodle (or other, if approved by the Unit Coordinator).
4. Prepare the presentation before arriving at residential school.
5. Submit presentation outline by 8:00 am, day one of residential school.
6. Deliver the presentation at residential school, and introduce and chair questions for another team.
7. Submit presentation slides in PowerPoint or pdf by the end of the residential school.

The presentation is to take 15 minutes after which there will be 5 minutes for questions. All members must deliver an equivalent component of the overall presentation. The presentation needs to include an <u>interactive component</u> designed to <u>engage</u> the audience in order to aid their learning. The interactive component should represent no more than one third of the presentation. 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 (2 Sept 2019) 11:59 pm AEST

Return Date to Students
Week 9 Monday (16 Sept 2019)

Weighting
30%

Assessment Criteria
Oral Presentation (25 marks)

- Preparation (5 marks)
- Depth of discussion (10 marks)
- Embedded reinforcement activity (5 marks)
- General delivery, chair another presentation (5 marks)

Individual Component (5 marks)
As well as the team grade for the presentation, each student will be graded independently for their contribution.

A detailed marking rubric is located in Moodle.

Referencing Style

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

Submission
Online

Submission Instructions
Submit the presentation slides by the end of residential school. Submit the individual reflections by the due date.

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 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:

- A general workplace checklist (3-4 pages)
- Occupational hygiene reports: maps (noise/light), findings and conclusions. All assertions must be supported with reference to reputable sources (500 words)
- Ergonomic workstation report: task analysis, findings (visual, postural and temporal) and conclusions. All assertions must be supported with reference to reputable sources (500 words)

Assessment Due Date
Week 9 Friday (20 Sept 2019) 11:59 pm AEST

Return Date to Students
Week 11 Friday (4 Oct 2019)

Weighting
40%

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

Assessment Criteria
General workplace checklist (3-4 pages) (10 marks)

- Contains space for contextual detail (e.g. work area, date, inspector, consultation, comments, sign-offs, etc.) and instructions for use (5 marks)
- Contains hazard categories and relevant checklist columns, including support evidence (e.g. reputable sources, OHS legislation) (5 marks)

Occupational hygiene reports: maps, findings, conclusions (15 marks)

- Mapped appropriately (5 marks)
- Findings reflect mapped data (5 marks)
- Appropriate conclusions drawn based on results and current literature (references) (5 marks)

Ergonomic workstation report: task analysis, findings, conclusions (15 marks)

- Task analysed appropriately (5 marks)
- Findings reflect analysis data (visual, postural and temporal requirements) (5 marks)
- Appropriate conclusions drawn based on results and current literature (references) (5 marks)

A detailed marking rubric is located in Moodle.

Referencing Style

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

Submission
Online

Submission Instructions
The portfolio is to be a single document in one of the following formats: pdf, doc, docx.

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

3 Workplace Inspection Report

Assessment Type
Written Assessment

Task Description
This assignment has a group and individual component. At residential school you conducted several workplace inspections in a variety of settings. Your group will be allocated one of these workplaces for the purposes of this assignment. Your team are required to complete a group report, and then reflect on how you individually demonstrated professionalism while at residential school, as per the OHS Professional Capability Framework document. You are to provide the following:

1. Group component: Technical Inspection Report (25 marks)

- Cover page (Assignment details, members names and group ID)
- Letter of transmittal
- Report title page
- Executive summary (one page only)
- Table of contents
- Contextualisation of the workplace
- Outline of the methodology (inspection process)
- Reported findings (includes good practice and areas for improvement)
- Evaluation of observed risks and additional risk treatment
- Risk Control Plan and associated Corrective Actions Plan that is evidence-based and reasonably practicable to achieve
- Supports assertions with reference to reputable sources (e.g. peer-reviewed journal articles, legislation, Codes of Practice, Australian Standards, Textbooks – best practice)
- Appendices: The completed Inspection Checklist and Corrective Action Plan
- Complies with the limit of 2,500 words (word count excludes: cover page, letter of transmittal, title page, executive summary, table of contents, reference list and appendices).

2. Individual component: Review (5 marks)
In addition, you are to do the following:

- In about 200 words, you are to reflect and comment on what you did at residential school to demonstrate professionalism. In doing so, you must refer to the OHS Professional Capability Framework document.
- Complete the Self & Peer Assessment survey that will be sent to you via your student email. You are to rate yourself and your peers against the provided criteria.

Assessment Due Date
Week 11 Friday (4 Oct 2019) 11:59 pm AEST
Team Technical Report due Week 11, and Individual Component due Week 12.

Return Date to Students
Review/Exam Week Friday (18 Oct 2019)

Weighting
30%

Assessment Criteria
Technical report (25 marks)

- Workplace checklist appropriately contextualised (5 marks)

- Identifies aspects done well and those that need improvement (5 marks)

- Evaluates risks observed by utilising a suitable risk control framework (5 marks)

- Develops an evidence-based risk control plan and associated Corrective Actions Plan (5 marks)

- Assertions are supported with reference to reputable sources, and professionally and concisely presented (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, while those below are likely to lack depth.

Individual review (5 marks)

- Self & Peer Assessment (2.5 marks)

- 200-word reflection on what you did at residential school to demonstrate professionalism (you must refer to the OHS Professional Capability Framework document) (2.5 marks)

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.

Referencing Style

- Harvard (author-date)

Submission
Online Group

Submission Instructions
Submit one Technical 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

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