



OCHS12002 Occupational Health and Safety Practice

Term 2 - 2020

Profile information current as at 11/04/2024 04:00 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 - 2020

- 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. **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 survey

Feedback

The students found the impromptu activities (i.e. speeches, how to..., where to find...) enhanced their learning of the unit and of their fellow class mates while at residential school.

Recommendation

Continue to run impromptu activities as a means for enhanced learning. These activities also provide an opportunity to build cohort cohesion which is useful when working in teams, as they do at residential school.

Feedback from Have Your Say survey

Feedback

Students requested more practical guidance on the activities to be conducted during residential school, to help them come to residential school better prepared.

Recommendation

Embed more practical components into the pre-residential school lectures and tutorials.

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



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
e.crawford@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Role of the OHS Professional	All required reading is available in Moodle	Online Classroom Session with Dr Elise Crawford (Tuesday 7:30 to 8:30 pm AEST)

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Professional Communication		Online Classroom Session with Dr Elise Crawford

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Workplace Inspections		Online Classroom Session with Frank Bogna

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
OHS regulation, standards and guidelines		Online Classroom Session with Dr Aldo Raineri

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk management and its linkage to Safety Management Systems		Online Classroom Session with Frank Bogna

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
Virtual Residential School Online Zoom: Tuesday 9:00 am to Thursday 5 pm AEST). This residential school is compulsory and you must be present online for the whole duration of the residential school. Due to COVID-19 social distancing restrictions, residential school will be run online. You are responsible for ensuring the following: <ul style="list-style-type: none">• a quiet place away from distractions,• a reliable internet connection,• a clear camera turned on during all zoom sessions (unless otherwise stated),• audio quality with minimal distortion.		1a Team Presentation Slides Due: Monday 11:59 pm AEST (24 Aug. 2020).

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Formal Report Writing

Online Classroom Session with Dr Elise Crawford

1b Individual Presentation Project
Due: Friday completes Assessment Item 1.

Team Presentation (Online) Due:
Week 7 Friday (4 Sept 2020) 11:59 pm AEST

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-informed OHS Practice		Online Classroom Session with Dr Elise Crawford

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Information and Data Systems		Online Classroom Session with Frank Bogna
		Workplace Inspection Report Due: Week 9 Friday (18 Sept 2020) 11:59 pm AEST

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Reflexive Practice & Professional Development		Online Classroom Session with Dr Elise Crawford

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review		Online Classroom Session with Dr Elise Crawford
		OHS Portfolio Due: Week 11 Friday (2 Oct 2020) 11:59 pm AEST

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Close		Online Classroom Session with Dr Elise Crawford

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

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

This unit has a compulsory residential school in Week 6. You must be present online for the whole duration of the residential school.

Due to COVID-19 social distancing restrictions, residential school will be run online. You are responsible for ensuring the following:

- a quiet place away from distractions,
- a reliable internet connection,
- a clear camera turned on during all zoom sessions (unless otherwise stated),
- audio quality with minimal distortion.

Assessment Tasks

1 Team Presentation (Online)

Assessment Type

Group Work

Task Description

Purpose

The objective of this assessment item is to develop professional presentation and teamwork skills. For both study and work it is important that you develop confidence in presenting orally to a group. At university, teamwork is different to industry in that teams provide a learning experience for you. During this experience, you will learn:

- about how comfortable you are speaking before others,
- how to persuade others in a variety of ways,
- how to avoid death by PowerPoint,
- how to engage the audience,
- about yourself as a team worker,
- how to build relationships, an important skill for building partnerships as an OHS Professional,
- how to work with others to draw the best out of each other,
- how to work through difficult situations, such as: losing a team member, disruptions to team progress, conflicts amongst team members and differences in ability, personality and motivation, and
- project management.

Many of these skills relate to other situations beyond working in teams that will support personal growth expected of OHS professionals.

Task Description

There are two parts to this assignment:

- 1a. the Team Presentation (10%)
- 1b. the Individual Presentation Project (20%)

You will be assigned to a team (of three or four members) based on your team role preferences and level of OHS experience.

Preparation: By Friday of Week 1, you are required to perform the following tasks:

1. Undertake the *Team Role Quiz*
2. Complete the *OCHS12002 Pre-Start Survey* (you will be asked to provide your results from the Team Role Quiz)

1a. The Team Presentation (10%)

Before Residential School:

By Monday of Week 2, you will be assigned to a team and provided with a team space within Microsoft Teams. Details about Microsoft Teams will be provided in Moodle. As a team you are required to perform the following tasks:

1. Establish a team contract that includes: roles, communication, schedule of milestones and an issues resolution plan.
2. Select a presentation topic from the list provided on Moodle. Each team will present a different topic and selection of topics will be on a 'first in best dressed' basis.
3. The presentation is to take 15 minutes after which there will be 5 minutes for questions. All members must contribute to the development of the presentation. Delivery of the presentation should be equally divided among team members.
4. The content of the presentation should:
 - Pitch to management who have the power to resource actions proposed.
 - Establish the context.
 - Provide details about the hazards.
 - Indicate the extent of associated risks and who is impacted.
 - Propose corrective actions in a persuasive manner.
 - Include an interactive component to engage the audience and aid learning that takes about 5 minutes. The interactive component can be done in a 5-minute block or spread across the presentation.
 - In developing the content, you may like to consider the Energy-Damage Model, the Hierarchy of Control Measures, legislation, Australian and International standards and any other reputable information sources.
 - The presentation should be appropriate for managers and contain enough information to make a compelling case that requires management approval and resourcing.
 - Provide a reference list as the final slide.

5. **Submit** the final presentation PowerPoint slides in the **Moodle Assessment Block** by the due date.

During Residential School:

1. Your team will deliver your presentation virtually to your fellow classmates. Assign one team member to drive the slides during the Zoom presentation.
2. You will also be required to introduce another team's presentation assigned to your team and chair questions. Share this task among the team.

1b. Individual Presentation Project (20%)

Post Residential School:

1. Follow the link on Moodle and create a Project in your ePortfolio. Details about your ePortfolio will be provided in Moodle. The project is to contain:

- your contribution to the presentation (slides, information, etc.), and
- a personal reflection on how well you felt your delivery went in **less than 250 words**.

2. Complete and **submit** this Project **within your ePortfolio** by the due date.

Assessment Due Date

Week 7 Friday (4 Sept 2020) 11:59 pm AEST

Return Date to Students

Week 9 Friday (18 Sept 2020)

Weighting

30%

Assessment Criteria

1a. Team Presentation (100 marks) weighted at 10%

Introduce & Chair another presentation (10 marks)

The Presentation:

- Pitched to management appropriately (10 marks)
- Context is established (10 marks)
- Depth of discussion
 - Provides details about the hazards (10 marks)
 - Indicates the extent of associated risks and who is impacted (10 marks)
 - Proposes corrective actions in a persuasive manner (10 marks)
- Interactive reinforcement activity/s (10 marks)
- PowerPoint design (10 marks)
- Delivery technique (breath control, pitch, pace, pause, dynamics...) (10 marks)
- Reputable sources and referencing (10 marks)

1b. Individual Presentation Project (20 marks) weighted at 20%

- Describes personal contribution (10 marks)
 - Depth of discussion (based on your contribution)
 - Design of presentation (PowerPoint, video, reinforcement activity)
 - Reputable sources and accurate referencing
- Personal reflection (10 marks)
 - Critical thinking
 - Consideration of delivery techniques
 - Offers useful improvements

Referencing Style

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

Submission

Online

Submission Instructions

The Team PowerPoint presentation slides (1a) are submitted in the Moodle Assessment Block. The Individual Presentation Project (1b) is submitted via your ePortfolio.

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

Purpose

The purpose of this assessment item is to give you an opportunity to conduct a general workplace inspection within a domestic or light-to-medium industrial environment. During the process you will develop valuable practical skills such as hazard identification, risk assessment, control and monitoring skills. You will become acquainted with OHS legislation and other OHS codes, standards and guidelines. Formal report writing will hone written communication skills and develop various administrative skills required of an OHS Professional.

MULTIMEDIA ALERT: Please ensure you do not submit multimedia content containing illegal (e.g., drug utensils) and/or offensive material. Uploading such material would be a breach of the Student Charter and depending on the content staff may have a professional obligation to notify relevant authorities.

Task Description

This assessment item is an individual assignment. You are required to undertake either:

- a workplace inspection of one main area (with granted permission from the organisation), or
- a domestic inspection from home. This could include your garden shed, garage, or aspects inside or outside your home.

You are required to do the following:

- Identify a work area (domestic or industrial) to be inspected.
- Obtain permission to conduct the workplace inspection and to take photographs of personnel. Please use the *Disclaimer form* and *Talent Release form* located on Moodle:
 - *Disclaimer* to gain permission from your organisation to conduct the inspection and to collect data (i.e. photographs, video, information, survey);
 - *Talent Release* form to obtain permission from individuals whom you photograph or video to use their image for the purposes of this assignment.
- Before going on site, you are to:
 - Prepare a general workplace inspection checklist.
 - Obtain permission to enter the site if a workplace or someone else's home.
- During the inspection, you are to do the following:
 - Be dressed in a manner that is required by the workplace (or modest, if at home).
 - Follow instructions and conduct yourself professionally, as per the OHS Professional Capability Framework document.
 - Document the inspection.
 - Capture (on video) your face at least once during the inspection as evidence that you have conducted this inspection.
 - Obtain permission from personnel who may be digitally captured in photographs or video. For each individual, please ask them to complete a *Talent Release Form (TED)*. This form grants you to use their image for educational purposes only. If they only want to give you permission for this assignment, please indicate this as an *agreed memorandum of understanding*.

The Formal Workplace Inspection Report should contain, and adhere to, the following:

- 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
- Methodology (inspection approach, instrument used)
- 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
- 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 (select the most salient items to include in the report)
- Word count excludes the following: cover page, letter of transmittal, title page, executive summary, table of contents, reference list and appendices).

Assessment Due Date

Week 9 Friday (18 Sept 2020) 11:59 pm AEST

Return Date to Students

Week 11 Friday (2 Oct 2020)

Weighting

30%

Assessment Criteria

Formal workplace inspection report 30% (100 marks)

- Video and images capture evidence that the author conducted the inspection and /or supports report assertions (10 marks)
- Identifies aspects that manage the hazards and associated risks well and those that need improvement (20 marks)
- Evaluates risks observed by utilising a suitable risk control framework (20 marks)
- Develops an evidence-based risk control plan and associated Corrective Actions Plan (20 marks)
- Assertions are supported with reference to reputable sources (10 marks)
- Format is professionally and concisely presented, including document control (10 marks)
- Appendix: contextualised workplace inspection template (10 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 this word count are likely to lack depth.

Referencing Style

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

Submission

Online

Submission Instructions

Create and submit the Inspection Report as a project within your ePortfolio

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 OHS Portfolio

Assessment Type

Portfolio

Task Description

Purpose

The purpose of this assessment item is to give you an opportunity to develop your risk assessment skills for a variety of items in either a domestic or light-to-medium industrial environment. During the process you will develop valuable practical skills such as hazard identification, risk assessment, control and monitoring skills. You will become acquainted with the OHS legislation and other OHS standards and guidelines.

Task Description

You are required to undertake the following three tasks:

1. Conduct a plant risk assessment (20 marks)
2. Develop a hazardous chemical risk register and conduct a chemical risk assessment (10 marks)
3. Reflect on professional practice (10 marks)

Some legalities to note:

- If any of these tasks are conducted at a workplace, you need to be granted permission to conduct the assessment and to take video and photographic evidence during the assessment. Please use the *Disclaimer form* and *Talent Release form* provided in Moodle.
- Aspects during the risk assessments will need to be captured digitally visually or on paper. Ensure you **capture your face on video** at least once during the assessment as evidence that you have conducted this activity.
- Ensure you obtain permission from personnel who may be digitally captured in photographs or video. For each individual, please ask them to complete a *Talent Release Form (TED)*. This form grants you permission to use their image for educational purposes only. If they only want to give you permission for this assignment, please indicate this as an *agreed memorandum of understanding*.
- **MULTIMEDIA ALERT:** Please ensure you do not submit multimedia content containing illegal (e.g., drug utensils) and/or offensive material. Uploading such material would be a breach of the Student Charter and depending on the content staff may have a professional obligation to notify relevant authorities.

1. Risk assessment of plant (20%)

Your task is to select a type of plant and to conduct a Plant Risk Assessment. You can select any type of plant other than a chain saw due to the provision of this example in Moodle. It can be used for industrial or domestic purposes (e.g. ride-on lawn mower, car, motorbike, quad-bike, ...).

You are required to do the following:

- Conduct a Plant Risk Assessment, using the *Plant Risk Assessment* template provided to you in Moodle. You will need to complete your own risk assessment matrix to suit the risk context.
- Provide a short familiarisation video that captures your face and the item of plant to provide some preliminary audiovisual context for the item of plant and to demonstrate that you have actually accessed the item of plant.
- Create a project in your **ePortfolio** and submit it before or by the due date.

An exemplar of how to commence the risk assessment, along with an accompanying video file and another 'plant familiarisation video' is provided in Moodle for your reference.

2. Hazardous chemical risk register and risk assessment (10%)

Your task is to:

- Take a photograph or video of your chemical storage area at home (i.e. kitchen, laundry, and/or shed).
- Develop a chemical risk register for your home. Please use the *Risk Register* template provided by Safe Work Australia that is provided to you in Moodle.
- Select one chemical and conduct a risk assessment. Please use the *Chemical Risk Assessment Worksheet* provided to you in Moodle.
- Create a project in your ePortfolio and submit it before or by the due date.

3. Reflections on professional practice (10%)

The Board of Directors of the International Network of Safety and Health Practitioner Organisations (INSHPO) established a Global OHS Capability Framework to provide greater clarity around the generalist OHS positions by defining levels of practice, roles and what capabilities, knowledge and skills they would require to be effective. Your task is to:

- Use the **skill list** in Section Six of the INSHPO OHS Capabilities Framework to map your current skill levels (1 to 4) across each of the performance criteria. This should be presented in a matrix format (see Moodle for a template).
- Based on this mapping exercise, self-analyse where you are positioned for each skill (i.e. 1 = Awareness, 2 = Routine Application, 3 = Skilled Application, and 4 = Creative Mastery)
- Based on the analysis, identify the skill gaps or areas for improvement that you may have.

- Reflect on these results and outline an action plan that will help you develop your OHS professional skills for the future and more immediately for your third-year studies.
- Create a project in your ePortfolio and submit it before or by the due date.

Assessment Due Date

Week 11 Friday (2 Oct 2020) 11:59 pm AEST

Return Date to Students

Review/Exam Week Friday (16 Oct 2020)

Weighting

40%

Assessment Criteria

You will be assessed on the following:

1. Plant Risk Assessment Project (20%)

- Digital capture provides evidence that this student completed the work
- Risk assessment worksheet is complete and shows all parts of plant are considered
- Hazards are comprehensively captured and associated risks assessed accurately
- Risk control measures are identified accurately and additional or changed control measures are appropriate
- The risk matrix is appropriate for the context
- The corrective actions plan reflects what might be reasonably practicable to do

2. Hazardous Chemical Risk Register/Assessment Project (10%)

- Risk register reflects photographic or video evidence
- Risk assessment worksheet includes all essential items for one chemical
- Hazards are captured and associated risks assessed accurately
- Risk control measures are identified accurately and additional or changed control measures are appropriate
- A suitable risk control plan has been developed that includes provisions for monitoring and reviewing the controls implemented

3. Reflect & Review Project (10%)

You grade will be evaluated on the depth and breadth of your response

Referencing Style

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

Submission

Online

Submission Instructions

Create and submit the Portfolio items as individual projects within your ePortfolio.

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