



# **OCHS13020 *Future Paradigms in OHS A***

## **Term 1 - 2017**

Profile information current as at 20/04/2024 12:42 am

All details in this unit profile for OCHS13020 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 is Part A of a two-unit learning series which will provide students the opportunity to consolidate and practically apply all of the knowledge, skills and attitudes developed during their learning journey in the OHS course. In particular as related to analyses which draw on human factors, occupational hygiene, safety science and risk management knowledge. There is a specific emphasis on developing higher order skills and understandings which are representative of the holistic application of core skills that occurs when the professional understands the interaction between core disciplinary domains in solving complex problems. In addition, students will explore professional practice through the lens of futures methods and thinking, applied research methodology, project management and return on prevention analyses. During this unit (Part A), students will negotiate with an industry sponsor to complete project work during Part B of this unit series and will prepare appropriate documentation in readiness for approval. Students will create and submit a professional portfolio of their work.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 2

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisite:- 48 credit point, including OCHS12002 Occupational Health and Safety Practice Co-requisite:- OCHS13016 and either OCHS12019 or OCHS13008.

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
- Rockhampton

### 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. **Practical and Written Assessment**

Weighting: 30%

#### 2. **Portfolio**

Weighting: 70%

### 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**

Good use of different lecturers for different fields of knowledge

**Recommendation**

Continue to invite a range of teaching staff to deliver specialist content, especially in the residential school

**Action**

A range of teaching staff again delivered specialist content.

#### Feedback from Have Your Say

**Feedback**

Students appreciate when turnaround times are minimised

**Recommendation**

Reduce the turnaround times for return of assessment items

**Action**

This remains an ongoing focus for this unit.

#### Feedback from Have Your Say

**Feedback**

Students enjoying exploring the future of safety through the Board Papers. They would like to devote more time to exploring one topic thoroughly, instead of researching two topics for this assessment.

**Recommendation**

Review the topic descriptions in the Futures Board Papers so that one topic can deliver the required outcomes.

**Action**

The Futures Portfolio was reduced to one Board Paper rather than two.

## Unit Learning Outcomes

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

1. Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems.
2. Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness.
3. Evaluate the usefulness of futures methods to OHS related domains.
4. Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue.
5. Lead professional OHS practice through effective project management and facilitation of teams.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

*The Body of Knowledge is available to download and print for non-commercial purposes at <http://www.ohsbok.org.au/download-the-body-of-knowledge/>*

### 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

**Allison Hutton** Unit Coordinator  
[a.hutton@cqu.edu.au](mailto:a.hutton@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 : Professional Practice in OHS Contexts	Welcome	
Lecture 1 : Project Management	• Ch 3 "The Generalist OHS Professional in Australia"	
Tutorial : Writing Reports	• Ch 37 "Introduction to Practice as a Concept"	
	• Ch 38 "Practice Model of OHS Practice"	

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 : Professional Practice in OHS Contexts		
Lecture 2 : Problem solving : Science or Art		
Tutorial : Writing a proposal		

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1 : Professional Practice in OHS Contexts  
Lecture 3 : Contemporary problems and issues

Context

- Ch 8 "Socio-political law"
- Ch 9 "Socio-political industrial"
- Ch 10.2 "Organisational culture"

**Week 4 - 27 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 : Preparation for Residential School Lecture 1 : Welcome & Risk Management Tutorial : Introduction to Risk Registers	Risk Management	
	<ul style="list-style-type: none"> <li>• Ch 15 "Hazard as a concept"</li> <li>• Ch 31 "Risk"</li> <li>• Ch 31.2 "OHS Risk and decision-making"</li> <li>• Ch 34 "Control - Prevention and Intervention"</li> </ul>	

**Week 5 - 03 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 : Preparation for Residential School Lecture 3 : Hygiene : Why Tutorial : Hygiene Risk Assessments	Hygiene	
	<ul style="list-style-type: none"> <li>• Ch 12 "Human biological systems"</li> <li>• Ch 33 "Models of causation - health determinants"</li> <li>• Ch 17 "Chemical hazards"</li> <li>• Ch 18 "Biological hazards"</li> </ul>	

**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 : Preparation for Residential School Lecture 4 : Hygiene - How? Tutorial : Hygiene : Handling Results	Hygiene	
	<ul style="list-style-type: none"> <li>• Ch 22 "Noise and Vibration"</li> <li>• Ch 24 "Ionising radiation"</li> <li>• Ch 25 "Non-ionising radiation"</li> <li>• Ch 26 "Thermal Environment"</li> </ul>	

**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 2 : Preparation for Residential School  
 Lecture 2 : Human Factors  
 Tutorial : Human Factors  
 Tools - worked examples

Human Factors  
 • Ch 13 "Human Psych Principles"  
 • Ch 14 "The Human Principles of Social Interaction"  
 • Ch 16 "Hazard Biomechanical"  
 • Ch 19 "Psychosocial hazards"  
 • Ch 20 "Fatigue"  
 • Ch 34.1 "User centric safe design approach to control"

**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 : Preparation for Residential School Lecture 5 : Accident Investigation - Scene Management Tutorial : What to Expect at Res School	Accident Investigation • Ch 32 "Models of causation : Safety"	

**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Residential School 8 - 12 May Gladstone		Assessment 2 : Team Presentations due (12 May 17) 17:00 AM AEST

**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 : Futures Lecture 1 : What Haven't we Thought About Yet? Tutorial: Writing Reports		<b>Project Scope for Approval by Sponsor</b> Due: Week 10 Monday (15 May 2017) 9:00 am AEST

**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 : Futures Lecture 2 : Black Swan Events Tutorial: Board Papers		

**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 Portfolio Part A Reports & B : due (29 May 17) 09:00 AM AEST

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

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 2 Portfolio Part C : Futures Portfolio due (5 June 17) 09:00 AM AEST  <b>Portfolio</b> Due: Review/Exam Week Monday (5 June 2017) 9:00 am AEST

**Exam Week - 12 Jun 2017**



## Assessment Tasks

### 1 Project Scope for Approval by Sponsor

**Assessment Type**

Practical and Written Assessment

**Task Description****Formal Written Proposal**

This assessment provides the opportunity to scope and develop a project proposal in OHS practice and forms part of the preparation for your next course OCHS13021 Future Paradigms in OHS B. This project proposal documents the results of your negotiations with an industry sponsor for the project work that you will undertake during OCHS13021 Future Paradigms in OHS B. The project proposal must clearly document the project, including aims, objectives, timing and outcomes for both the student and the industry sponsor.

Further information will be provided in Moodle during the term.

**Assessment Due Date**

Week 10 Monday (15 May 2017) 9:00 am AEST

**Return Date to Students**

Three weeks after date of submission

**Weighting**

30%

**Minimum mark or grade**

To pass this assessment, students must be graded pass in both the written presentation and the proposal. Students must pass this assessment to pass this unit.

**Assessment Criteria**

As a general rule assessment criteria for all assessment items include:

1. (90%) Content - includes the accuracy, relevance and application of key concepts, analysis, argument, language and grammar used in answering a question or report (see marking criteria for individual requirements).
2. (10%) References - includes the provision of a reference list and the application of the Harvard style for referencing information, data, tables or images sourced for the assignment or report.

Specific assessment criteria for each assessment piece will be provided through Moodle.

**Referencing Style**

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

**Submission**

Offline Online

**Submission Instructions**

Verbal presentation during residential school, slides and formal presentation in designated Moodle submission

**Learning Outcomes Assessed**

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems.
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness.
- Evaluate the usefulness of futures methods to OHS related domains.
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue.
- Lead professional OHS practice through effective project management and facilitation of teams.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Portfolio

### Assessment Type

Portfolio

### Task Description

This assessment comprises 4 Parts. Portfolio requirements will be discussed thoroughly during residential school.

#### Part A- Residential School Team Work -

- During the residential school - Team Presentation on site visit results - due last day of Residential School (Wk 9)
- After the residential school you will develop the following reports in your teams - due 0900 hours Monday 29 May (Wk 12)
  - Hygiene site visit report
  - Human Factors site visit report
  - Risk Management activity report

#### Part B - Residential School Individual Work - due 0900 hours Monday 29 May (Wk 12)

- Reflection : Leadership - Your work as an OHS professional, will place you in both formal and informal leadership roles as well as influencing roles. Write an individual reflective piece discussing your critical and constructive observations of leadership during the group activities, considering your roles as participant and as leader. With reference to literature on team leadership and management, reflect on the leadership behaviours you observed in yourself and others, evaluate what worked well and what you and others in your team could perhaps have done differently to improve the team dynamic and produce a more effective outcome.

#### Part C : Futures Portfolio - Board Paper - due 0900 hrs Monday 5 June (Review Week)

- Thinking about the Future - During residential school, you will be provided with Futures tools. Choose 1 topic from the list provided on Moodle. Use the Futures tools to assist you to develop the Future position of the case study organisation, and then write a 1500 word board position paper, with reference to current literature.

#### Part D : Professional

- Throughout the residential school, students will be assessed on their ability to apply professional approaches to all activities.

### Assessment Due Date

Review/Exam Week Monday (5 June 2017) 9:00 am AEST

Part A Presentation due last day of Residential School, Part Reports A & B - Due 0900 hrs Monday 29 May; Part B - Due 0900 hrs Monday 5 June

### Return Date to Students

Within 3 weeks

### Weighting

70%

### Minimum mark or grade

To pass this assessment, students must be graded pass in all core skills : Risk, Human Factors, Hygiene, Futures and Professionalism. Students must pass this assessment to pass the unit.

### Assessment Criteria

As a general rule assessment criteria for all assessment items include:

1. (90%) Content - includes the accuracy, relevance and application of key concepts, analysis, argument, language and grammar used in answering a question or report (see marking criteria for individual requirements).
2. (10%) References - includes the provision of a reference list and the application of the Harvard style for referencing information, data, tables or images sourced for the assignment or report.

Specific assessment criteria for each assessment piece will be provided through Moodle and during Residential school.

### Referencing Style

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

**Submission**

Offline Online

**Learning Outcomes Assessed**

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems.
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness.
- Evaluate the usefulness of futures methods to OHS related domains.
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue.
- Lead professional OHS practice through effective project management and facilitation of teams.

**Graduate Attributes**

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