



OCHS13020 *Future Paradigms in OHS A*

Term 1 - 2019

Profile information current as at 29/04/2024 02:05 pm

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 - 2019

- Brisbane
- Bundaberg
- Gladstone
- Melbourne
- Mixed Mode
- 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. **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 survey

Feedback

Some students found the structure of the residential school challenging and rushed. They suggested that it be increased by 1 day to allow more time on some of the activities.

Recommendation

Maintain the residential school duration at five days and review the residential school timetable to ensure an effective balance of time between each of the different activities.

Feedback from Have Your Say survey

Feedback

Some students requested additional clarification of the content and scope of the residential school presentation task.

Recommendation

Update the wording in the unit profile to provide greater clarity on the content and scope of the residential school presentation task.

Feedback from Residential School Feedback

Feedback

Students appreciate having a teaching team member support and guide each team during activities at the residential school.

Recommendation

Continue to ensure that each team is supported by an industry-experienced teaching team member during heavy industry site visits.

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

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Practical and Written Assessment - 30%	•	•	•	•	•

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
2 - Portfolio - 70%	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

[illegible]

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

Allison Hutton Unit Coordinator
a.hutton@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 1 : Welcome • Topic 1 : What Is Future Paradigms in OHS A?	Readings • BoK Ch 3 "The Generalist OHS Professional in Australia" • BoK Ch 37 "Introduction to Practice as a Concept" • BoK Ch 38 "The Model of OHS Practice" Links to these and additional readings will be provided in the Moodle site.	Tutorial • Preparing for your Placement

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 2 : Preparing for Residential School • Topic 1 : Hygiene - Why?	Readings • BoK Ch 12 "Human biological systems" • BoK Ch 33 "Models of causation - health determinants" • BoK Ch 17 "Chemical hazards" • BoK Ch 18 "Biological hazards" • Relevant Commonwealth and State standards and guidance material Links to these and additional readings will be provided in the Moodle site.	Tutorial • Practicing how to handle Hygiene Monitoring Results Assessment Activity • Contact Unit Coordinator to discuss placement ideas

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Lecture

Module 2 : Preparing for Residential School

- Topic 2 : Hygiene - How

Readings

- BoK Ch 22 "Noise and Vibration" - vibration subsections
 - BoK Ch 24 "Ionising radiation"
 - BoK Ch 25 "Non-ionising radiation - Electromagnetic"
 - BoK Ch 26 Thermal Environment
 - Relevant Commonwealth and State standards and guidance materials
- Links to these and additional readings will be provided in the Moodle site

Tutorial

- Doing Hygiene Risk Assessments

Week 4 - 01 Apr 2019**Module/Topic****Lecture**

Module 2 : Preparing for Residential School

- Topic 3 : Advanced Risk Management in Practice

Chapter**Readings**

- BoK Ch 15 "Hazard as a Concept"
 - BoK Ch 31 "Risk"
 - BoK Ch 31.2 "OHS Risk and decision-making"
 - OHS BoK Ch 34 "Control - Prevention and intervention"
 - Relevant Australian and international standards
- Links to these and additional readings will be provided in the Moodle site.

Additional Video

- Reading Piping and Instrumentation Drawings (P&ID)

Events and Submissions/Topic**Tutorial**

- Risk Management Skills:
 - Introduction to Risk Registers
 - Permit to Work
 - Change Management

Week 5 - 08 Apr 2019**Module/Topic****Lecture**

Module 2 : Preparing for the Residential School

- Topic 4 : Human Factors

Chapter**Readings**

- BoK Ch 12 "Human biological systems"
 - BoK Ch 13 "Human psych principles"
 - BoK Ch 14 "The Human principles of social interaction"
 - BoK Ch 16 "Hazard biomechanical"
 - BoK Ch 19 "Stress - Psychosocial Hazards"
 - BoK Ch 20 "Fatigue"
 - BoK Ch 24.1 "User-centric safe design approach to control"
 - Materials and videos on a range of Human Factors tools
- Links to these and additional readings will be provided in the Moodle site.

Events and Submissions/Topic**Tutorial**

- Applying NIOSH, RULA and REBA Calculations - worked examples

Vacation Week - 15 Apr 2019**Module/Topic**

Independent study

Chapter**Events and Submissions/Topic****Week 6 - 22 Apr 2019****Module/Topic****Chapter****Events and Submissions/Topic**

Lecture

Module 2 : Preparing for Residential School

- Topic 4 : Accident Investigation - Scene Management

Readings

- BoK Ch 32 "Models of Causation : Safety"
 - Ferry Ch 1 "The Need for Investigation"
 - Ferry Ch 3 "Getting Underway with the Investigation"
 - Qld Ombudsman Report, section 7.2.2 "Evidence gathering and issue identification"
 - Site visit host websites, videos and information material
- Links to these additional readings will be provided in the Moodle site

Tutorial

- What to expect at Residential School
- Leadership
- Writing your Proposal

Week 7 - 29 Apr 2019**Module/Topic****Chapter****Events and Submissions/Topic****Residential School (29 April - 3 May in Gladstone)**

- Site Visits & Skills
- Futures and Starting the Board of Directors Position Paper Assessment
- One on one discussions with Unit Coordinator on placement proposal progress

Residential School

- Gladstone Marina Campus 9:00am Mon 29 April to 5.00pm Fri 3 May

Assessment :

- Portfolio Part A - Preliminary Site Visit Reports - Team Verbal Presentations Due: Week 8 Friday (3 May 2019) 5:00pm AEST

Week 8 - 06 May 2019**Module/Topic****Chapter****Events and Submissions/Topic****Lecture**

Module 3 : Professional Practice in OHS Contexts

- Topic 1 : Problem Solving : Science or Art?

Readings

No BoK chapters this week. There will be relevant articles linked in the Moodle page

Tutorial

- After Residential School - Writing Reports and Recommendations

Week 9 - 13 May 2019**Module/Topic****Chapter****Events and Submissions/Topic****Lecture**

Module 3 : Professional Practice in OHS Contexts

- Topic 2 : Project Management

Readings

No BoK chapters this week. There will be relevant articles linked in the Moodle page

Tutorial

- Writing your Board of Directors Position Paper Assessment

Assessment

- Portfolio Part A : Residential School Final Reports Due: Week 19 Monday (13 May 2019) 9:00 AEST
- Portfolio Part B : Residential School Leadership Reflection Due: Week 19 Monday (13 May 2019) 9:00 AEST

Week 10 - 20 May 2019**Module/Topic****Chapter****Events and Submissions/Topic****Lecture**

Module 4 : Futures

- Topic 1 : Taking Contemporary Problems and Issues Forward

Readings

No BoK chapters this week. There will be relevant articles linked in the Moodle page

Tutorial

- Getting a head start on Paradigms B

Week 11 - 27 May 2019**Module/Topic****Chapter****Events and Submissions/Topic****Lecture**

Module 4 : Futures

- Topic 2 : What Haven't We Thought About Yet?

Readings

No BoK chapters this week. There will be relevant articles linked in the Moodle page

Tutorial

- What you need to do before your placement project starts

Placement Project Proposal for Approval by Industry Sponsor (Client) Due: Week 11 Monday (27 May 2019) 9:00 am AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Lecture Module 4 : Futures • Topic 3 : Black Swan Events	Readings No BoK chapters this week. There will be relevant articles linked in the Moodle page	Assessment • Portfolio Part C : Residential School Futures Board of Directors Position Paper

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

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

The majority of the readings are taken from HaSPA (Health and Safety Professionals Alliance) 2012, *The Core Body of Knowledge for Generalist OHS Professionals*, Tullamarine, VIC, Safety Institute of Australia.
This source is available online at <http://www.ohsbok.org.au/download-the-body-of-knowledge/>

Assessment Tasks

1 Placement Project Proposal for Approval by Industry Sponsor (Client)

Assessment Type

Practical and Written Assessment

Task Description

This assessment provides the opportunity to scope and develop a project proposal in OHS practice and forms part of the preparation for your next unit OCHS13021 Future Paradigms in OHS B. This project proposal documents the results of your negotiations with an industry sponsor (client) 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 (client).

You must:

- Identify an industry sponsor (client)
- Contact the Unit Coordinator to discuss placement ideas and concepts (before the end of week 2)
- Negotiate the purpose, scope and logistics of your placement with your industry sponsor (client)
- Keep the Unit Coordinator informed of the progress of the negotiations
- Document the completed negotiations as a project proposal suitable for submission to your industry sponsor (client) for approval. Your project proposal must include the following:
 - Introduction
 - Scope
 - Problem solving approach and methodology
 - Project Plan Gantt Chart (or similar visual plan)
 - Logistics & project management
 - Evidence of negotiation with industry sponsor (client)
 - Project Proposal Agreement Sheet
 - Work Integrated Learning form
 - Professional formatting
 - Professional written expression
 - Sources and referencing

Further information will be provided throughout the term, via Moodle, during tutorials, in Residential School and in discussion with the Unit Coordinator

Assessment Due Date

Week 11 Monday (27 May 2019) 9:00 am AEST

Return Date to Students

Review/Exam Week Monday (10 June 2019)

Weighting

30%

Minimum mark or grade

To pass this assessment, students must achieve a grade of 60% or greater. Students must pass this assessment to pass this unit.

Assessment Criteria

The assessment criteria for the Placement Project Proposal will include:

- The context, aims, objectives of the project are explained
- The scope of the project is explained
- The description of the problem solving approach and methodology is justified and demonstrates critical thinking
- The Project Plan (Gantt Chart or similar) demonstrates an understanding of task planning, order of steps and milestones
- The logistics & project management demonstrate management of logistical issues
- Evidence of negotiation with industry sponsor (client) is attached
- Project Proposal Agreement sheet is filled in and attached (signatures are preferred but not essential)
- Work Integrated Learning form is filled in and attached (signatures are preferred but not essential)
- The Unit Coordinator is advised of negotiation progress between the student and the industry sponsor (client)
- Formatting is professional and suitable for submission to an industry sponsor (client)
- Professional written expression appropriate to a project proposal
- Well supported with relevant authoritative sources that are appropriately referenced

A detailed assessment rubric will be available in Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submit via the assessment area in the Moodle site. The project proposal and any attachments must be submitted as Microsoft Word or PDF files.

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 Residential School 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 (50%)

During the residential school you will be working in teams to complete risk management, hygiene, human factors and accident scene management activities at various industrial sites. Each team member will participate constructively in each activity. At the end of the residential school, each team member will deliver part of the team's preliminary results in a verbal presentation and will be able to answer questions on any part of the team's presentation. The team will submit the visual supporting materials for the presentation into Moodle immediately after the residential school. During the residential school and in the two weeks after the residential school, you will work with your team to prepare a technical report on each activity.

With your team, you will complete the following:

- Preliminary results delivered as a 20 minute team verbal presentation supported by visual presentation materials (each team member delivers part of the presentation)
- Hygiene site visit report
- Human Factors site visit report
- Risk Management activity report
- Accident Scene Management activity report

Part B - Residential School Leadership Reflection (10%)

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, define leadership behaviours, 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 - Residential School Futures Board of Directors Position Paper (10%)

During the residential school, you will be provided with Futures tools and a case study organisation. Choose 1 topic from the list provided in Moodle. Use the Futures tools to assist you to develop the Future position of the case study organisation. Write an individual 1500 word Board of Directors position paper, with reference to current literature, defining the topic, describing its impact or application within the case study organisation and proposing a future direction and activities for the case study organisation,

Part D - Professionalism (Pass/Fail)

Throughout the residential school, you will be assessed on your ability to apply professional approaches to all activities, including attendance, teamwork, personal leadership, professional and ethical practice. No submission is required for this assessment.

Assessment Due Date

Residential School Portfolio Part A Preliminary results presentation will be assessed during residential school; Part A Technical Reports and Part B Leadership Reflection are due 0900 Mon 13 May (Week 9); Part C Futures Board Paper is due 0900 Mon 3 June (Week 12); Part D will be assessed during and after the residential school

Return Date to Students

Within three weeks of submission

Weighting

70%

Minimum mark or grade

To pass this assessment, students must be graded pass in all core skills: Risk, Human Factors, Hygiene, Accident Scene Management, Futures, and Professionalism. This means students must achieve a passing grade in each of Parts A, C and D.

Assessment Criteria

The detailed assessment matrices for each part will be provided and explained during the term. In summary, students will be assessed on their demonstration of risk, hygiene, human factors, accident scene management, futures, presentation and professional knowledge, tools and skills using the following criteria

- Problem definition
- Explanation of methodology
- Application of technical knowledge to real-life situations
- Critical thinking through discussion and findings
- Practicality of recommendations
- Accuracy when following instructions and completing tools, forms and worksheets

- Logic of the structure
- Formatting is professional and suitable for submission to a client
- Professional written expression appropriate to a project proposal
- Well supported with relevant authoritative sources that are appropriately referenced
- Presentation delivery

The professionalism assessment and feedback will include

- Attendance
- Teamwork
- Personal leadership
- Professional and Ethical Practice

Detailed assessment rubrics for each task will be available in Moodle.

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

Presentations will be delivered by the team during residential school. Presentation slides shall be submitted in Moodle in either Powerpoint or PDF format. Reports shall be submitted in Moodle as four separate documents in either Word or PDF format.

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