



# OCHS13021 *Future Paradigms in OHS B*

## Term 2 - 2021

Profile information current as at 28/04/2024 01:34 am

All details in this unit profile for OCHS13021 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 B 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. 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 OHS professional practice models, critical reflection, applied research methodology, and project management. During this unit (Part B), students will complete the project work with their industry sponsor and will prepare appropriate dissemination documentation and a seminar presentation. Students will create and submit a professional portfolio of their work which will include a critique of the Body of Knowledge for OHS Professionals. This unit has a strong emphasis on evidence-informed practice which will require guided and independent research activity to successfully complete this unit.

### 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: OCHS13010 Applied Worksite Analysis or OCHS13020 Future Paradigms in OHS A

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 - 2021

- Mixed Mode

### 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. **Portfolio**

Weighting: 30%

#### 2. **Portfolio**

Weighting: 40%

#### 3. **Presentation and 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 Anecdotal evidence

##### Feedback

Students enjoyed the conference but had been looking forward to it as a face to face event to enable networking and other development opportunities.

##### Recommendation

Return the conference to a face to face event in future offerings once COVID restrictions permit such events

## Unit Learning Outcomes

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

1. Explore and develop over-the-horizon solutions to unique problems in OHS.
2. Evaluate the synergies between designed systems within socio-technical environments.
3. Problem solve and create appropriate artefacts to disseminate learning in OHS.
4. Critically review the Body of Knowledge for OHS Professionals with particular attention to the Model for Professional Practice.
5. Critically reflect on your knowledge, skills and attitudes and contrast them against the guidance produced by the Australian OHS Education Accreditation Board and international professional groups such as the American Society of Safety Engineers.
6. Critically reflect and evaluate your preparedness for OHS professional practice.
7. Communicate how you will contribute to creating future paradigms for professional and ethical OHS 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	7
1 - Portfolio - 30%	•	•		•	•	•	•
2 - Portfolio - 40%	•	•	•			•	
3 - Presentation and Written Assessment - 30%	•	•	•				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Communication	•	•	•	•	•	•	•

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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 - Portfolio - 30%	•	•	•	•		•		•		
2 - Portfolio - 40%	•	•	•	•	•	•	•	•		
3 - Presentation and Written Assessment - 30%	•	•	•			•		•		

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

All required readings will be provided to you. These can be accessed from the eReading List located in the Unit Learning Management System (Moodle).

### 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](mailto:e.crawford@cqu.edu.au)

## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview	<a href="#">Chapter 37.1</a> (OHS BoK)	<a href="#">OHS Body of Knowledge</a> (Complete OHS BoK)

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Your placement Optimising your placement experience	<a href="#">Reflective practice</a> (AIHS 2018)	Zoom Tutorial: Critical reflection

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Your Placement Evidence-informed solutions to emerging problems	<a href="#">Chapter 39.1</a> (OHS BoK)	Zoom Tutorial: Evaluating development of professional practice

### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: You and the OHS Profession Where are you now?	<a href="#">Global OHS Professional Capability Framework</a> (INSHPO 2017) <a href="#">Guide to Hiring the Right OHS Professional</a> (ASSE n.d.)	Zoom Tutorial: Gap analysis and career development

### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: You and the OHS Profession Where are you going?	<a href="#">Curriculum for OSH: Key to becoming a profession</a> (Ramsay & Hartz 2017)	Tutorial: Digital Tattoos and Social Media

### Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Independent study - Completion of Portfolio 1		Zoom Tutorial: Writing the Closeout Report

### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 The Living Body of Knowledge Learning in Communities of Practice	Prescribed Reading via Moodle: Learning in Landscapes of Practice (Chapter 1: Wenger-Trayner et al. 2015)	Zoom Tutorial: Exploring the Landscapes of Practice  <b>Advancing Your OHS Career</b> Due: Week 7 Monday (30 Aug 2021) 11:59 pm AEST

**Week 8 - 06 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 The Living Body of Knowledge Approaches to influencing others	<a href="#">Manager's Guide to Difficult Conversations in the Workplace</a> (Fair Work Ombudsman n.d.)	Tutorial: Leadership & Challenging Conversations

**Week 9 - 13 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Independent study - Develop your presentation	<a href="#">19 Ideas for more compelling and effective presentations</a> (Asimos 2020)	Zoom Tutorial: Presentation skills and practice

**Week 10 - 20 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Independent study - Rehearse your presentation	<a href="#">Managing Stress for Oral Presentations</a> (UoM, n.d. )	Zoom Tutorial: Presentation skills and practice

**Week 11 - 27 Sep 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Independent study - Rehearse your presentation	<a href="#">Use your voice effectively</a> (Law School 2021)	Zoom Tutorial: Presentation skills and practice

**Week 12 - 04 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
Student Conference - Residential School		<b>Conference Paper (20%) and Slides (10%) Due: Week 12 Friday (8 Oct 2021) 11:59 pm AEST</b>

**Review/Exam Week - 11 Oct 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 18 Oct 2021**

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

This unit has a compulsory residential school. Students can attend face-to-face in Rockhampton, or virtually via zoom.

## Assessment Tasks

### 1 Advancing Your OHS Career

**Assessment Type**

Portfolio

**Task Description****Purpose**

The purpose of this assessment item, is to help you advance your OHS professional Career. Depending on your current level of expertise, you are required to complete two items from the list below:

- Item 1: A professional profile (Resume + LinkedIn site)
- Item 2: A 5-year strategic plan for professional development
- Item 3: Address assessment criteria for hiring an OHS professional at the level you would want to apply for work (ASSP n.d.)
- Item 4: An evidence-informed opinion piece on how to advance one OHS skill (600 words)

**Item 1: A professional profile (Resume + LinkedIn site) (15%)**

Prepare or update your professional resume and your LinkedIn site. These are key marketing tools when you are looking for employment. The task of preparing these tools also prepares you for employment. Resume and LinkedIn information and instruction will be included in Lectures and Tutorials. Aspects of resume drafts &/or LinkedIn Profiles can be

submitted to the Peer Review forum for comment and guidance. You will submit a Word or PDF version of your resume including a link to your LinkedIn Profile.

### **Item 2: A 5-year strategic plan for professional development (15%)**

Learning to be an OHS professional does not stop at the end of your Bachelor degree. The world of work is dynamic and continually evolving and the OHS profession needs to meet new challenges if the profession is to remain relevant into the future. Once you identify with the OHS profession, you join the living body of knowledge for this profession. The advancement of this profession, relies on continual growth of its body of knowledge. As part of this advancement, you are to continually shape and grow your own professional practice. Therefore, reflexive practice is important for not only your professional develop, but also for the OHS Profession.

Your task is to conduct an OHS skills gap analysis. The following resources are useful frameworks for this self-reflection. From this list, use one approach that resonates with you.

- [Global OHS Professional Capabilities Framework](#),
- [The INSPO Assessment Tool](#),
- [Chapters from the OHS Body of Knowledge](#),
- [Curriculum of OSH: Key to becoming a profession](#) (American Society of Safety Professional)

Based on this analysis, you are to develop a 5-year strategic plan for developing five skills that will advance your desired career path.

### **Item 3: Address assessment criteria for hiring an OHS professional at the level you would want to apply for work (ASSP n.d.) (15%)**

Another way to advance your OHS career, is to develop the skills for roles that you would like to reach. Use the [Manager's Guide to Hiring the Right Occupational Safety & Health Professional](#) to identify the position you would like to apply for in the near, or not so distant future. Based on your nominated position, address each of the assessment criteria that may be asked of you in an interview. Use the STAR approach to guide your responses (Situation, Thoughts, Action, and Response).

### **Item 4: An evidence-informed opinion piece on how to advance one OHS skill (600 words) (15%)**

From the list of OHS skills below, select one and develop an evidence-informed opinion piece on how OHS professionals can advance in this skill.

- Ethical OHS practice
- Critical consumer of research
- OHS professional as a workplace researcher
- Leadership that influences
- Safe design of sociotechnical systems
- Informatics
- Making the most of mentoring
- Other aspect important to you

For each of these items you will need to consider your own skill gaps; emerging trends in OHS, technology and work; and ways these skills can be advanced. This final point may see you confronting existing approaches and proposing or calling for new ways of doing. If you do this, ensure you support your assertions with evidence.

### **Assessment Due Date**

Week 7 Monday (30 Aug 2021) 11:59 pm AEST  
Submit a single document in word or pdf format.

### **Return Date to Students**

Week 9 Monday (13 Sept 2021)

### **Weighting**

30%

### **Assessment Criteria**

A detailed assessment rubric will be provided on Moodle. Two items must be completed for a total grade of 30 marks. The assessment criteria for each item is summarised below:

### **Item 1: A professional profile (Resume (10%) + LinkedIn site (5%))**

The total marks allocated for this Item is 15. This represents 15% of the overall grade for the unit.

Resume (10 marks)

- Contact details
- Professional Development
- Work History
- Referees
- Written Expression, Format and Structure

#### LinkedIn Profile (5 marks)

- Summary
- Work History
- Professional Development
- Written Expression, Format and Network

#### **Item 2: A 5-year strategic plan for professional development (15 marks)**

The total marks allocated for this Item is 100. This represents 15% of the overall grade for the unit.

- Skills gap analysis - critical reflection (20 marks)
- Five skills addressed in the 5-year plan (80 marks)
  - Introduction explains the relevance of chosen skills (five required) (20 marks)
  - Sets clear and specific goals for short (one-year), interim (three-year) and long term (five-year) periods (20 marks)
  - Sets measurable goals that can be tracked (15 marks)
  - Sets achievable goals (15 marks)
  - Plan is time-bound, and logically structured (10 marks)

#### **Item 3: Address assessment criteria for hiring an OHS professional at the level you would want to apply for work (ASSP n.d.) (15 marks)**

The total marks allocated for this Item is 100. This represents 15% of the overall grade for the unit.

- Introduction justifies chosen level of employment (5 marks)
- Education, certification/licenses (5 marks)
- Work and other relevant experience (10 marks)
- Knowledge, Skills & Competencies, eight criteria addressed (10 marks each)

#### **Item 4: An evidence-informed opinion piece on how to advance one OHS skill (600 words) (15 marks)**

The total marks allocated for this Item is 100. This represents 15% of the overall grade for the unit.

- Introduction (10 marks)
- Background (10 marks)
- Literature review (20 marks)
- Depth of discussion and evidence presented (20 marks)
- Recommendations & conclusion (20 marks)
- Referencing (10 marks)
- English expression, formatting (10 marks)

#### **Referencing Style**

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

#### **Submission**

Online

#### **Learning Outcomes Assessed**

- Explore and develop over-the-horizon solutions to unique problems in OHS.
- Evaluate the synergies between designed systems within socio-technical environments.
- Critically review the Body of Knowledge for OHS Professionals with particular attention to the Model for Professional Practice.
- Critically reflect on your knowledge, skills and attitudes and contrast them against the guidance produced by the



Australian OHS Education Accreditation Board and international professional groups such as the American Society of Safety Engineers.

- Critically reflect and evaluate your preparedness for OHS professional practice.
- Communicate how you will contribute to creating future paradigms for professional and ethical OHS practice.

### **Graduate Attributes**

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

## **2 OHS Placement Project**

### **Assessment Type**

Portfolio

### **Task Description**

During this unit, you will undertake the 120-hour project which you negotiated as part of OCHS13020 Future Paradigms in OHS A. During this project, you are to be supervised/mentored by an approved and tertiary qualified OHS professional. As a result of this project, you will assemble a project portfolio which will include the following:

- Part A - Professional Reflective Journal (10%)
- Part B - Self Evaluation Exercise (10%)
- Part C - Mentor Assessment (10%)
- Part D - Closeout Report (10%)

The submission area in Moodle will permit multiple documents. All 4 items must be submitted to successfully complete this assessment. Failure to complete each part and the 120 hours of placement will result in failure of this assessment item, and this Unit.

#### **Part A - Professional reflective journal of your placement (10%)**

During placement, you are required to keep a daily log of your activities performed and to reflect on your progress. From this, you are required to develop a Professional Reflective Log based on the notes recorded in your daily log during placement, and your daily reflections of each day's work.

For each day, there should be a 1) Professional Activity Log, and 2) Daily Professional Reflection Journal

- The daily log is a simple record of the dates, times and activities of your placement that is signed by your supervisor.
- For each day, you are to reflect on the effectiveness of each day's activities. For each day, spend 5-10 minutes considering and noting down what worked well, what could be improved, what could have been done differently and what you learned. Your responses to yourself should be thoughtful, self-evaluating and constructive.

Submit the entire set as a Professional Reflective Journal. There is no word limit, and no referencing is required. The documents should be submitted as a single document in PDF or Word format. Scans of handwritten files are acceptable if legible.

#### **Part B - Self-Evaluation Exercise (10%)**

Write a self-evaluation of your project placement, discussing the processes of the placement and your performance within the placement in the context of the problem you had to solve at the workplace. Review your daily reflective journals and respond to these questions:

- Summarise the types of activities you were involved in. How did these add to your learning?
- Summarise your findings and journal themes. Overall, what worked well, what could be improved, what could you have done differently and what did you learn?
- What was the physical and organisational working environment like? Was it a good place to work? Explain your answer with examples.

Review your mentor/supervisor(s)' evaluation of your performance and evaluate yourself against the mentor evaluation criteria using the mentor evaluation form.

- Is your evaluation of your own performance different to your mentor/supervisor(s) evaluation? Consider and explain any differences between yours and your mentor/supervisor(s) evaluation.
- Discuss any comments your mentor/supervisor(s) may have made on the form.

At the end of your self-evaluation, consider as a whole:

- What did you learn from the placement (e.g., technical OHS knowledge, skills, leadership, influencing, other)?

- Did the project fulfil your expectations? Explain your answer with examples.
- If you were to do the project again, what would you do differently and why?
- What areas of development have you identified because of your project placement and how do you intend to address them?
- What aspects of OHS professional practice would you like to explore further because of what you learned in your project?

As this is a self-evaluation, a formal report format is not required. However, please include a title page and a table of contents. There is no set word limit for this document, though as a guide students aim for 4-5 pages. Reference to external documents is not mandatory, however, if you do use additional literature to support your points, please use the current CQUni Harvard Referencing Style Guide located in our Unit Profile.

The final document is to be submitted in either Word or PDF format.

### **Part C - Mentor-assessment (10%)**

At the end of your placement, your mentor/supervisor will evaluate your performance by completing the Mentor Evaluation Form. Your mentor is expected to discuss it with you, sign it and provide you a copy. It is your responsibility to ensure you receive this at the end of your project placement.

Submit the signed evaluation form from your mentor/supervisor(s) as part of your portfolio. A scanned PDF of the evaluation, signed by your mentor/supervisor, is appropriate.

### **Part D - Project Closeout Report (10%)**

At the end of every project or job you do, it is good professional practice to complete a closeout report and provide it to your client or employer. Such reports should always be timely, that is, within 2 weeks of the end of the project.

At the end of your project placement, write a detailed project closeout report addressed to your project sponsor, with a copy to your Unit Coordinator. This will be a factual, objective report of the activities you carried out, the outcomes of the activities and a list of any deliverables provided.

Within the report, address the following key points:

- Describe the purpose and scope of your project
- Outline the project methodology. Was it followed? If there were changes to the project approach, explain the reasons for these changes.
- What were the outcomes or findings of the project? Did the outcomes of the project meet the intended purpose?
- What additional activities were you involved in, or tasks did you complete while at your placement?
- What recommendations do you have regarding the outcomes of your project? What next steps should your sponsor take to make use of your project outcomes?
- Provide a list of the deliverables that you supplied to your project sponsor during the project.

Your report should use a formal report format, including the following:

- Cover page
- Letter of transmittal addressed to your client
- Title page
- Executive Summary
- Table of Contents
- Table of Figures if required
- Introduction and Scope
- Methodology
- Discussion
- Recommendations
- Conclusions
- Appendices (if applicable – for example, you might include samples of work completed)
- Professional Formatting

Note: All reports will be treated in the strictest confidence. However, if specific information cannot be included for client confidentiality reasons, then general commentary will need to be provided.

The report should be submitted in Word or PDF format. Harvard style referencing shall be used.

### **Assessment Due Date**

Students must submit their portfolio two weeks after completion of their placement

### **Return Date to Students**

Within three weeks of submission.

### **Weighting**

40%

**Minimum mark or grade**

Students must pass this assessment to be eligible pass this unit.

**Assessment Criteria**

Detailed marking rubrics will be provided on Moodle. The assessment criteria for each Part are summarised below.

All components of the Portfolio are compulsory. Omission of an element of the Portfolio will result in a Fail grade for this assessment. Failure to complete 120 hours of placement will result in failure of the Portfolio 2 assessment.

**Part A - Professional reflective journal of your placement (10%)**

The total marks allocated for this Part A is 100. This represents 10% of the overall grade for the unit.

The Part 1 sections will be assessed to identify that you:

Completed a minimum of 120 hours for your placement

Took part in activities that were appropriate to your project plan, as well as possible additional activities

Obtained supervisor's signatures to verify hours and activities.

The Part 2 sections will be assessed to ensure that you have critically evaluated your own performance and demonstrated reflective learning.

**Part B - Self-Evaluation Exercise (10%)**

The total marks allocated for this Part B is 100. This represents 10% of the overall grade for the unit.

You will be assessed on the depth to which you have:

- Summarised the types of activities and explains how these added to overall learning during the project
- Evaluated the daily journal reflections and themes to draw constructive conclusions of what worked well, what could improve, which could have been done differently and what was learned.
- Demonstrated a constructively critical understanding of the physical, organisational and teamwork environment, with specific examples to support key learnings
- Evaluated self thoroughly and fairly against the mentor evaluation criteria, making use of specific examples
- Constructively reflected on and demonstrated understanding of the mentor's feedback and evaluation, explains differences/agreements between mentor and self-evaluation and clearly identifies specific learnings
- Described examples of the technical, skill, leadership and influencing learnings acquired during the placement
- Demonstrated understanding of their own expectations and evaluates whether the project fulfilled their expectations, supporting with specific examples
- Demonstrated critical reflection on feedback received and identifies specific opportunities for self-improvement
- Identified new area of interest or reinforces existing interests because of what was learned in the project placement and starts to think about how to explore them
- Used written expression appropriate to a reflection.

**Part C - Mentor-assessment (10%)**

The total marks allocated for this Part C is 100. This represents 10% of the overall grade for the unit.

This will be assessed based on the mentor written evaluation and the mentor discussions with the Unit Coordinator during the placement. The Unit Coordinator maintains a contact log for each contact with mentor/supervisors. A copy of the contact log will be provided to the student as part of the assessment feedback.

**Part D - Project Closeout Report (10%)**

The total marks allocated for this Part D is 100. This represents 10% of the overall grade for the unit. You will be assessed against the following criteria:

- Explained the context, aims, objectives and scope of the project
- Demonstrated critical thinking in detailing and justifying the problem-solving approach or methodology
- Critically evaluated the success of the project
- Provided logical discussion based on the evidence gathered during the project
- Demonstrated understanding of application by making recommendations that are supported by the discussion
- Listed the project deliverables supplied to the client
- Structured the report in a logical manner appropriate to a professional report.
- Used written expression appropriate to a report
- Used professional formatting
- Made use of appropriate sources and referencing in accordance with current CQUni Harvard Style.

**Referencing Style**

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

**Submission**

Online

**Learning Outcomes Assessed**

- Explore and develop over-the-horizon solutions to unique problems in OHS.
- Evaluate the synergies between designed systems within socio-technical environments.

- Problem solve and create appropriate artefacts to disseminate learning in OHS.
- Critically reflect and evaluate your preparedness for OHS professional practice.

### **Graduate Attributes**

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

## **3 Conference Paper (20%) and Slides (10%)**

### **Assessment Type**

Presentation and Written Assessment

### **Task Description**

At the compulsory online residential school, you will have 20 minutes to present a conference paper on a topic. This assessment consists of three parts:

- Part A - Conference Paper (20%) and Slides (10%)
- Part B - Final Presentation (conference) (P/F)
- Part C - Professionalism (P/F)

### **Part A Conference Paper (20%) and Slides (10%)**

Your conference paper topic must explore your project or an aspect of your project that is of interest to a professional audience. You must:

- choose a topic for your Conference Paper and obtain approval from your Unit Coordinator
- develop a written Conference Paper suitable for publication within the proceedings of this Conference
- write a set of supporting slides which will enable you to present the key points of your conference paper.

When presenting at a conference, speakers are required to register. At our conference, you will fill in and submit a Speaker Registration Form with your Conference Paper and slides.

When presenting at a formal conference, there are specific formatting instructions supplied by conference organisers for the submission of the conference paper document which is published to delegates. For our residential school conference, please follow the formatting supplied on Moodle during the term, which is based on the formats required for an international conference.

Within the Conference Paper and slides, you should include:

- Title
- Abstract
- Keywords
- Background on the industry
- Background on the organisation
- Context surrounding the topic being addressed
- Details of the interesting or over-the-horizon aspects of your topic
- Evidence base for the interesting or over-the-horizon aspects of your topic, including a brief review of literature relevant to your topic
- Learnings for your professional colleagues
- Alignment between the conference paper and the slides.

Use supporting slides such as a Powerpoint presentation or PDF slides

- Include pictures and graphics to illustrate your points
- Reflect the key points of your Conference Paper

Complete the Speaker Registration Form and submit it with your conference paper and slides.

The presentation slides, conference paper and speaker registration form should be submitted as three documents via Moodle in the following formats:

1. The presentation slides should be a PDF or Powerpoint file
2. The Conference paper should be a PDF or Word document
3. The Speaker Registration Form should use the pro forma provided on Moodle and be submitted in either Word or PDF format.

### **Part B Final Presentation (Conference)**

You will deliver your Presentation during the compulsory residential school. You will be provided with the opportunity to practice your presentation delivery during the term at one of Presentation Skills and Practice Tutorials in weeks 9-11. Constructive feedback will be provided during these sessions, to assist you in practising for your Final Presentation. Please note, as part of the assessment process, CQU may record your presentation.

### **Part C Professionalism**

Throughout the online residential school conference, you will be assessed on your ability to apply professional approaches to all activities. No submission is required.

### **Assessment Due Date**

Week 12 Friday (8 Oct 2021) 11:59 pm AEST

### **Return Date to Students**

Exam Week Friday (22 Oct 2021)

### **Weighting**

30%

### **Minimum mark or grade**

Students must pass this assessment to be eligible to pass this unit.

### **Assessment Criteria**

All elements of this Conference Paper and Presentation assessment are compulsory. Detailed marking rubrics will be provided on Moodle during the term.

The total marks allocated for this assessment is 100. This represents 30% of the overall grade for the unit.

### **Part A Conference Paper and Slides (30%)**

The Conference Paper will be assessed for the following:

- Pre-conference information is provided, including a 'bio'
- Client approval for the paper is obtained
- Abstract is succinctly written and clearly summarises the key points of the paper
- Keywords reflect key themes within the paper
- Introduction and context communicate understanding of the industry and the topic being addressed
- Communicates critical thinking about the topic
- Communicates the over-the-horizon and interesting aspects of the topic at a professional audience standard
- Clear link between the project, the conference paper title and the content of the paper
- Conclusions are supported by the discussion
- Follows the stipulated conference paper formatting
- Uses written expression appropriate to a conference paper
- Supported with authoritative, referenced sources, referenced in accordance with current CQUni Harvard Style.

### **Slides**

- Structure is logical and easy to follow, aligned with the conference paper
- Content is relevant to the material presented
- Professionally formatted.

### **Part B Final Presentation (Conference) (Pass/Fail)**

The Presentations will be assessed as Pass/Fail.

### **Part C Professionalism (Pass/Fail)**

Throughout the residential school conference, students will be assessed on their ability to apply professional approaches to all activities, including attendance, teamwork, personal leadership, professional and ethical practice.

### **Referencing Style**

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

### **Submission**

Online

### **Learning Outcomes Assessed**

- Explore and develop over-the-horizon solutions to unique problems in OHS.
- Evaluate the synergies between designed systems within socio-technical environments.
- Problem solve and create appropriate artefacts to disseminate learning in OHS.
- Communicate how you will contribute to creating future paradigms for professional and ethical OHS practice.

### **Graduate Attributes**

- Communication

- Problem Solving
- Critical Thinking
- 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