



# PMSC13008 *Evaluating Emergency Services* *Risks* Term 1 - 2019

Profile information current as at 12/05/2024 12:55 am

All details in this unit profile for PMSC13008 have been officially approved by CQUUniversity 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 will prepare emergency services personnel to determine and quantify occupational risks, compare those risks between industries, agencies and occupations and to develop interventions to mitigate those occupational risks.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

There are no requisites for this unit.

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

- Online

### 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).

### 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. **Written Assessment**

Weighting: 10%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 60%

### 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 student feedback.

##### Feedback

Two students reflected on the Moodle site, one liking the format of the Moodle site for this unit and the other student reporting that they found it hard to get use to the Moodle platform across multiple units as a new student.

##### Recommendation

Maintain a collapsed week format for this unit's Moodle site.

#### Feedback from Have your say student feedback.

##### Feedback

Students appreciated the support from the unit coordinator and the use of a weekly Zoom catch up to support student learning across the term.

##### Recommendation

Maintain a weekly Zoom lecture and catch up to support online student learning.

## Unit Learning Outcomes

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

1. Analyse occupational injury and fatality rates
2. Construct a minimum data set needed to calculate injury and fatality rates
3. Appraise injury and fatality rates for a given population of emergency services personnel

No external accreditation applicable

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks             | Learning Outcomes |   |   |
|------------------------------|-------------------|---|---|
|                              | 1                 | 2 | 3 |
| 1 - Written Assessment - 10% | •                 |   |   |
| 2 - Written Assessment - 30% |                   | • |   |
| 3 - Written Assessment - 60% |                   |   | • |

### Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes                                 | Learning Outcomes |   |   |
|---|-------------------|---|---|
|   | 1                 | 2 | 3 |
| 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 - Written Assessment - 10% | •                   |   |   |   |   |   |   |   |   |    |
| 2 - Written Assessment - 30% | •                   | • | • |   |   |   |   |   |   |    |
| 3 - Written Assessment - 60% | •                   | • | • | • |   |   |   |   |   |    |

## 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: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karen Klockner** Unit Coordinator

[k.klockner@cqu.edu.au](mailto:k.klockner@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

| Module/Topic       | Chapter | Events and Submissions/Topic                                  |
|--------------------|---------|---|
| Welcome            |         | Online Classroom Zoom Drop-in Session                         |
| Understanding Risk |         | Introduce yourself to the class via Moodle site introductions |

### Week 2 - 18 Mar 2019

| Module/Topic          | Chapter | Events and Submissions/Topic          |
|-----------------------|---------|---------------------------------------|
| Occupational Injuries |         | Online Classroom Zoom Drop-in Session |

### Week 3 - 25 Mar 2019

| Module/Topic                     | Chapter | Events and Submissions/Topic          |
|----------------------------------|---------|---------------------------------------|
| Occupational Statistics and Data |         | Online Classroom Zoom Drop-in Session |

### Week 4 - 01 Apr 2019

| Module/Topic            | Chapter | Events and Submissions/Topic   |
|-------------------------|---------|--|
| Occupational Fatalities |         | Online Classroom Zoom Drop-in Session  |
|                         |         | <b>Written Assessment - Emergency Services Risks</b> Due: Week 4 Friday (5 Apr 2019) 11:45 pm AEST |

### Week 5 - 08 Apr 2019

| Module/Topic   | Chapter | Events and Submissions/Topic          |
|--|---------|---------------------------------------|
| Specific Agency and Organisational Occupational Injuries |         | Online Classroom Zoom Drop-in Session |

### Vacation Week - 15 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Week 6 - 22 Apr 2019

| Module/Topic         | Chapter | Events and Submissions/Topic          |
|----------------------|---------|---------------------------------------|
| Transportation Risks |         | Online Classroom Zoom Drop-in Session |

### Week 7 - 29 Apr 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Online Classroom Zoom Drop-in Session

Psychological Injuries

**Written Assessment - Injury and Fatality Data** Due: Week 7 Friday (3 May 2019) 11:45 pm AEST

#### Week 8 - 06 May 2019

| Module/Topic                 | Chapter | Events and Submissions/Topic          |
|------------------------------|---------|---------------------------------------|
| Emergency and Disaster Risks |         | Online Classroom Zoom Drop-in Session |

#### Week 9 - 13 May 2019

| Module/Topic                 | Chapter | Events and Submissions/Topic          |
|------------------------------|---------|---------------------------------------|
| Emergency and Disaster Risks |         | Online Classroom Zoom Drop-in Session |

#### Week 10 - 20 May 2019

| Module/Topic          | Chapter | Events and Submissions/Topic          |
|-----------------------|---------|---------------------------------------|
| Occupational Violence |         | Online Classroom Zoom Drop-in Session |

#### Week 11 - 27 May 2019

| Module/Topic   | Chapter | Events and Submissions/Topic          |
|--|---------|---------------------------------------|
| Emergency Services Risk Reduction and Risk Management Perspectives |         | Online Classroom Zoom Drop-in Session |

#### Week 12 - 03 Jun 2019

| Module/Topic           | Chapter | Events and Submissions/Topic  |
|------------------------|---------|---|
| Summary and Conclusion |         | <b>Written Assessment - Agency Risk Appraisal</b> Due: Week 12 Monday (3 June 2019) 11:45 pm AEST |

#### Review/Exam Week - 10 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

#### Exam Week - 17 Jun 2019

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Assessment Tasks

### 1 Written Assessment - Emergency Services Risks

#### Assessment Type

Written Assessment

#### Task Description

In this assessment, you are required to review two statistical reports provided to you on the Moodle site in order to answer the questions as set out below, in relation to injury and fatality rates for the industry of workers known as **'Public Administration and Safety'**.

You are required to answer the following questions based on either the Workers Compensation report or the WorkSafe Australia report which detail injury and fatality statistics for this population of workers. Read the provided reports and answer the following questions:-

**1. Review the Queensland Workers' Compensation Scheme Statistics 2016-2017 report and answer the following questions:-**

- What is the Claim rate (per 1,000 employed people) for this industry for 2016-17?
- What is the Statutory claim lodgements for this industry for 2016-17?
- What is the Statutory claim payment for this industry for 2016-17?

- What is the Average finalised time lost claim costs for this industry for 2016-17?
- Are the above figures increasing or decreasing compared to the previous year?
- How many Common law claims were lodged for this industry for 2016-17?
- What is the most common injury for which a Common law claim was lodged for 2016-17?
- What type of injury is the most costly based on average finalised time lost claim cost by injury type for 2016-17?

**2. Review the Safe Work Australia Report called 'Priority Industry Snapshot: Public Administration & Safety' (June 2018) and answer the following questions:-**

- What is the average number of fatalities per year for this industry?
- What age groups appear to be most at risk of a fatality for this industry?
- What age group appears to be most at risk of having a serious claim for this industry?
- Why might this be so?
- What types of workers within this industry accounted for the highest proportion of worker fatalities?
- What types of workers within this industry accounted for the highest proportion of serious claims?
- What type of incidents accounted for the largest proportion of fatalities?
- What was the second type of incident that accounted for the largest proportion of fatalities?
- What other types of incidents appear to be a risk for this industry?

Assessment task one is submitted via Moodle. You are free to present the response in a written format that best suits you.

**Assessment Due Date**

Week 4 Friday (5 Apr 2019) 11:45 pm AEST

**Return Date to Students**

Vacation Week Friday (19 Apr 2019)

**Weighting**

10%

**Assessment Criteria**

A detailed marking matrix will be provided on the Moodle site, however, marks will be awarded based on:-

1. Occupational injury and fatality rates questions are answered correctly;
2. Statistical reports can be used to analyse risks for this industry.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Analyse occupational injury and fatality rates

**Graduate Attributes**

- Communication

## 2 Written Assessment - Injury and Fatality Data

**Assessment Type**

Written Assessment

**Task Description**

You are required to prepare a report which outlines the following issues for your given group of personnel:-

1. Describe your emergency services agency or organisation and its workers (i.e. males/females, ages, experience levels etc);
2. Based on your learning and readings over the term, describe the ways in which workers in your agency or organisation are health impacted, injured or killed due to work-related duties. Discuss both psychological and physical injuries and cover as many types of injuries as are applicable to your agency or organisation;
3. Find and comment on statistics and/or data sets applicable to your emergency services agency or organisation which supports your findings and comment on any identifiable trends based on calculated injury and fatality rates.

Your written report should be no greater than 1500 words and submitted as a Word document via the Moodle site.

**Assessment Due Date**

Week 7 Friday (3 May 2019) 11:45 pm AEST

**Return Date to Students**

Week 9 Monday (13 May 2019)

**Weighting**

30%

**Assessment Criteria**

A detailed marking matrix will be provided on the Moodle site however marks will be awarded for:-

- The emergency services agency or organisation and its workforce is described;
- Injury and fatality types are identified including psychological and physical injuries;
- Statistics and/or agency data sets are identified and trending of data is discussed;
- Appropriate referencing is used and spelling and grammar is correct.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Construct a minimum data set needed to calculate injury and fatality rates

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking

### 3 Written Assessment - Agency Risk Appraisal

**Assessment Type**

Written Assessment

**Task Description**

You have previously identified a range of risks that workers within your emergency services agency or organisation face. You are now required to appraise strategies used in your agency or organisation in order to reduce these risks.

You are therefore required to prepare a written report in order to:-

1. Identify and discuss what your agency or organisation does to avoid or reduce the risk of a psychological injury to its workers;
2. Identify and discuss what your agency or organisation does to avoid or reduce the risk of a range of physical injuries (as identified by you in assessment 2);
3. Discuss any strategies used by your agency or organisation to support workers who are injured at work;
4. Discuss the effectiveness of your agency's or organisation's risk reduction strategies based on your agency's or organisation's longitudinal statistics or data collated in assessment 2, and make suggestions for further risk reduction strategies where appropriate;
5. Discuss the biggest issue for keeping workers safe that you believe your agency or organisation faces at present and/or in the future.

Your written report should be 2000 words submitted as a Word document via the Moodle site.

**Assessment Due Date**

Week 12 Monday (3 June 2019) 11:45 pm AEST

**Return Date to Students**

Exam Week Monday (17 June 2019)

**Weighting**

60%



**Assessment Criteria**

A detailed marking matrix will be provided however marking will be made across the following criteria:-

- Agency or organisation specific psychological injury risks are discussed;
- Agency or organisation specific physical injury risks are discussed;
- Agency or organisation specific injury support strategies are examined;
- Risk reduction strategies are examined based on longitudinal data;
- Risk reduction enhancement suggestions are made;
- Issues facing the agency in the present or future are discussed;
- Appropriate referencing is used and spelling and grammar are correct.

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Learning Outcomes Assessed**

- Appraise injury and fatality rates for a given population of emergency services personnel

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 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