



# SAFE20019 Evidence-Informed OHS Practice

## Term 2 - 2019

Profile information current as at 03/05/2024 06:17 pm

All details in this unit profile for SAFE20019 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 provides you with the opportunity to consolidate and practically apply all of the knowledge, skills and attitudes developed during your learning journey in the course, particularly with regard to human factors, occupational health and hygiene, safety science, and risk management. The unit also develops theoretical and methodological knowledge to allow you to evaluate the evidence that will inform your professional practice. There is a specific emphasis on developing higher order skills and understanding which are representative of the holistic application of core skills that occurs when a professional understands the interaction between disciplinary domains in solving complex problems.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisites: AINV20006 Safety and Accident Phenomenology Co-requisite: SAFE20011 Exposures and Health Risk, SAFE20017 Human Factors in Complex Systems

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 - 2019

- 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 Postgraduate 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: 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**

Felt the site visits were rushed and more time on site would have been good.

**Recommendation**

Attendance at sites is dependent on hosts' availability and discretion. Site attendance is planned so as to minimise disruption to operations.

#### Feedback from Have Your Say

**Feedback**

The residential school documents need to be provided in electronic format, editable by students. This would save time in completing the assessments and a number of students duplicating the templates.

**Recommendation**

Residential school documents will be provided in editable electronic format.

## Unit Learning Outcomes

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

1. Select and apply tools and techniques to analyse human factors, occupational health, hygiene and other complex problems.
2. Design risk management strategies for a variety of settings.
3. Manage and lead OHS professional practice teams.
4. Select, evaluate and apply appropriate research methods to analyse complex problems in safety science.
5. Analyse, critique and present contemporary OHS issues and research in safety science.
6. Evaluate the evidence base to support practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Written Assessment - 30%				•	•	•
2 - Portfolio - 70%	•	•	•	•		•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
1 - Knowledge	○	○	○	○	○	○
2 - Communication	○	○	○	○	○	
3 - Cognitive, technical and creative skills	○	○	○	○	○	○
4 - Research	○	○	○	○	○	○
5 - Self-management	○	○	○	○	○	○
6 - Ethical and Professional Responsibility			○	○	○	
7 - Leadership			○	○	○	
8 - 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
1 - Written Assessment - 30%	○	○	○	○	○	○	○	
2 - Portfolio - 70%	○	○	○	○	○	○	○	

## Textbooks and Resources

### Textbooks

SAFE20019

#### Prescribed

#### Doing Your Literature Review - Traditional and Systematic Techniques (2011)

Authors: Jesson, JJ, Matheson, L & Lacey, FM

Sage Publications

London, UK

ISBN: 9781848601543

Binding: Paperback

#### Additional Textbook Information

The textbook should be available as an ebook from the CQU Library

[View textbooks at the CQUniversity Bookshop](#)

### 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 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1</b> : Introduction to evidence based practice <b>Topic 1</b> : What is Evidence Based Practice?	Textbook: Chapter 1 Additional readings will be provided on Moodle	<b>Online Zoom Tutorial</b> : What is Evidence Based Practice?

### Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1</b> : Introduction to evidence based practice <b>Topic 2</b> : Developing a topic proposal	Textbook: Chapters 2 & 3 Additional readings will be provided on Moodle	<b>Online Zoom Tutorial</b> : Developing a topic proposal

### Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
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**Module 1** : Introduction to evidence based practice  
**Topic 3** : Taking a critical approach

Textbook: Chapter 4  
 Additional readings will be provided on Moodle

**Online Zoom Tutorial** : Taking a critical approach

#### Week 4 - 05 Aug 2019

##### Module/Topic

**Module 1** : Introduction to evidence based practice  
**Topic 4** : Reviewing the literature

##### Chapter

Textbook: Chapter 5  
 Additional readings will be provided on Moodle

##### Events and Submissions/Topic

**Online Zoom Tutorial** : Reviewing the literature

#### Week 5 - 12 Aug 2019

##### Module/Topic

**Module 1** : Introduction to evidence based practice  
**Topic 5** : Writing & presenting the review

##### Chapter

Textbook: Chapters 6 & 9  
 Additional readings will be provided on Moodle

##### Events and Submissions/Topic

**Online Zoom Tutorial** : Writing and presenting the review

#### Vacation Week - 19 Aug 2019

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

#### Week 6 - 26 Aug 2019

##### Module/Topic

**Module 2** : Preparing for Residential School  
**Topic 1** : Advanced Risk Management

##### Chapter

Risk management readings and materials will be provided on Moodle

##### Events and Submissions/Topic

**Online Zoom Tutorial** : Advanced Risk Management Skills and worked examples

#### Week 7 - 02 Sep 2019

##### Module/Topic

**Module 2** : Preparing for Residential School  
**Topic 2** : Applying Human Factors tools in context

##### Chapter

Human factors readings and material will be provided on Moodle

##### Events and Submissions/Topic

**Online Zoom Tutorial** : Applying Human Factors Tools with worked examples

#### Week 8 - 09 Sep 2019

##### Module/Topic

**Module 2** : Preparing for Residential School  
**Topic 3** : Occupational hygiene

##### Chapter

Occupational hygiene readings and material will be provided on Moodle

##### Events and Submissions/Topic

**Online Zoom Tutorial** : Hygiene Risk Assessments, Planning a Hygiene Monitoring Program and Handling Results

**Literature Review** Due: Week 8 Monday (9 Sept 2019) 9:00 am AEST

#### Week 9 - 16 Sep 2019

##### Module/Topic

**Residential School**  
 • Site Visits & Skills

##### Chapter

##### Events and Submissions/Topic

**Residential School**  
 Gladstone Marina Campus 12.00 noon  
 Monday 16 September - 1.00pm Friday 20 September

#### Week 10 - 23 Sep 2019

##### Module/Topic

**Module 3** : Reporting  
 Complete residential school practicum reports

##### Chapter

##### Events and Submissions/Topic

**Online Zoom Tutorial** : Writing reports for clients

#### Week 11 - 30 Sep 2019

##### Module/Topic

##### Chapter

##### Events and Submissions/Topic

**Module 3 : Reporting**  
Complete residential school practicum reports

#### Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3 : Reporting</b> Complete residential school practicum reports		

#### Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Residential School Practicum Activities</b> Due: Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST

#### Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Literature Review

#### Assessment Type

Written Assessment

#### Task Description

Select an OHS topic which you would like to research and undertake a review of relevant literature. Your completed literature review should include the following:

1. Background to the topic, including relevance to industry
2. Theoretical base/framework of the topic
3. Important national and international studies in the area
4. Critical analysis of the topic.

Word length should be between 3 000 - 3 500 words. Submissions should be in Word or PDF Format only.

#### Assessment Due Date

Week 8 Monday (9 Sept 2019) 9:00 am AEST

#### Return Date to Students

Week 10 Monday (23 Sept 2019)

#### Weighting

30%

#### Assessment Criteria

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

1. Places review in safety science context and demonstrates wide reading as well as a focus on the specific topic - 10%
2. Outlines the theoretical base/framework for the topic and demonstrates a clear understanding of the problem - 20%
3. Analysis, interpretation and evaluation of the relevant literature or evidence is objective - 20%
4. Insights of issues associated with the topic are appropriate and reasonable - 20%
5. Logical and concise conclusions are drawn from the evidence - 20%
6. Presentation is clear and well structured, writing style is clear, logical and scholarly - 5%
7. Appropriate use of quotations and citations that are consistent with CQUni Harvard Referencing Style - 5%

#### Referencing Style

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

#### Submission

Online

## Learning Outcomes Assessed

- Select, evaluate and apply appropriate research methods to analyse complex problems in safety science.
- Analyse, critique and present contemporary OHS issues and research in safety science.
- Evaluate the evidence base to support practice.

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

# 2 Residential School Practicum Activities

## Assessment Type

Portfolio

## Task Description

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

### Part A - Residential School Site Visits Data Collection and Technical Reports (45%)

During the residential school, you will be working in teams to complete risk management, occupational hygiene and human factors tasks at various industrial sites. Each team member will participate constructively in each activity. You will work in teams to collect the initial data, which must be shared with all team members. Each student will present the results in individual technical reports. Each student shall submit the following three documents in Word or PDF format:

- Risk Management Report (15%)
- Occupational Hygiene Report (15%)
- Human Factors Report (15%)

### Part B - Leadership Reflection (10%)

Your work as a safety leader will place you in both formal and informal leadership roles in which you influence and direct change to improve safety. Write an individual reflective piece discussing your critical and constructive observations of leadership during the residential school activities, considering your roles as participant and as leader. With reference to peer-reviewed literature on team leadership and management, define leadership behaviours, reflect on leadership behaviours 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. Imagine that as a safety manager, you are implementing a major safety change in a workplace. How would you use your reflections and learnings about leadership to lead this change effectively?

Submit your reflection in word or PDF format.

### Part C - Presentation (15%)

During the residential school, you will deliver a 20 minute presentation sharing the results of your Assessment 1 literature review. You are required to submit your visual presentation materials in Moodle in either PDF or Powerpoint format.

### 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

Review/Exam Week Monday (14 Oct 2019) 9:00 am AEST

## Return Date to Students

Within two weeks of submission

## Weighting

70%

## 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, leadership, 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
- Logical structures
- Professional formatting suitable for submission to a client
- Written expression appropriate to a professional report
- 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**

Online

### **Learning Outcomes Assessed**

- Select and apply tools and techniques to analyse human factors, occupational health, hygiene and other complex problems.
- Design risk management strategies for a variety of settings.
- Manage and lead OHS professional practice teams.
- Select, evaluate and apply appropriate research methods to analyse complex problems in safety science.
- Evaluate the evidence base to support practice.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 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