



SAFE20019 Evidence-Informed OHS Practice

Term 2 - 2023

Profile information current as at 14/05/2024 09:02 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 - 2023

- 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 SUTE unit comments

Feedback

'Clear guidance for expectations in the marking criteria would add value to this section of the course'

Recommendation

It is recommended to conduct a review of the explanations provided within the assessment tasks and the associated marking rubrics to ensure clarity and consistency of each assessment task.

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

There are no required textbooks.

Additional Textbook Information

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

Frank Bogna Unit Coordinator

f.bogna@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction & unit outline Preparing for residential OHS Self-reflective mapping against INSHPO framework	International Network of Safety and Health Practitioner Organisations (INSHPO) 2017, <i>The Occupational Health and Safety Professional Capability Framework: A global framework for practice</i> , International Network of Safety and Health Practitioner Organisations (INSHPO), Park Ridge, IL, USA. Pryor, P, Provan, D, Casey, T & Hu, X 2021, 'The Generalist OHS Professional: International and Australian Perspectives' (2nd edn), in Australian Institute of Health & Safety (AIHS), <i>The Core Body of Knowledge for Generalist OHS Professionals</i> , Tullamarine, VIC. Ramsay, J & Hartz, W 2017, 'Model Curriculum for OSH: Key to Becoming a Profession', <i>Professional Safety</i> , vol.62, no.7, pp. 40-51.	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Preparing for residential - Risk Refresher
(Frank Bogna)

ESSENTIAL READING
OHS Body of Knowledge
Ch 15 - Hazard as a concept
Ch 31 - Risk
RECOMMENDED READING
Ch 31.2 - OHS risk and decision making
Ch 34.1 - Control: Prevention and intervention
ESSENTIAL READING
Standards and Codes of Practice
Standards Australia 2018, *Risk management - Guidelines* (AS ISO 31000: 2018), Standards Australia, Sydney.
Standards Australia, Standards New Zealand & International Electrotechnical Commission (AS/NZS IEC) 2020, *Risk Management - Risk Assessment Techniques* (AS/NZS IEC 31010:2010), Standards Australia, Sydney.
Safe Work Australia 2018, *How to manage work health and safety risks Code of Practice*, Safe Work Australia.
Other resources provided in Moodle.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Preparing for residential school - Human Factors refresher Dr Elise Crawford	OHS Body of Knowledge BoK Ch 12 "Human biological systems" BoK Ch 13 "Human psychological 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 34.1 "User centric safe design approach to control" BoK Chapter 34.2 Introduction to user-centered safe design BoK Chapter 34.3 Health and safety in design BoK Chapter 34.4 Design of work (in development) Other resources provided in Moodle.	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Preparing for residential school - Hygiene refresher
Dr Ryan Kift

OHS Body of Knowledge
BoK Chapter 7.1 "The Human: As a biological system"
BoK Ch 12 "Human biological systems"
BoK Chapter 17.1 "Chemical hazards"
BoK Chapter 18 "Biological hazards"
BoK Chapter 33 "Models of causation: Health determinants"
BoK Chapter 35 "Mitigation of health impacts"
Supplementary Textbook
Reed, S, Pisaniello, D & Benke G 2020, *Principles of Occupational Health and Hygiene: An Introduction*, 3rd ed., Allen & Unwin, Sydney (available from CQUniversity library).
Other resources provided in Moodle.

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Residential School CQ University - Rockhampton North Campus Location: Building 34, Room: 1:12 /1:17	A Residential School Workbook for this week is provided in Moodle.	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study		

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Risk Debrief and reporting (from residential school activity) Frank Bogna	Resources in Moodle	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
OHS Practice (role of the OHS Professional)	BoK Chapter 37 Introduction to practice as a concept BoK Chapter 37.2 A problem solving model of OHS practice BoK Chapter 37.4 Workers Working from Home	Monday 28/8/23 10.00am - Residential school Risk Management Report due

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Human Factors debrief and reporting - Dr Elise Crawford	Resources in Moodle	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Ethics and Professional Practice	OHS Body of Knowledge BoK Chapter 38.3 Ethics and Professional Practice Reflective Practice (Australian Institute of Health and Safety) https://www.aihs.org.au/ Code of Ethics (Australian Institute of Health and Safety) https://www.aihs.org.au/	Monday 11/9/2023 10.00am Residential school Human Factors Report due
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Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Occupational hygiene debrief and reporting - Dr Ryan Kift	Resources in Moodle	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
OHS Research: OHS Self-reflective mapping against INSHPO framework	Body of Knowledge BoK 39.1 The OHS professional as a critical consumer of research Fan, D, Zhu, C.J., Timming, A.R., Su, Y, Huang, X & Lu, Y 2019, 'Using the past to map out the future of occupational health and safety research: where do we go from here?', <i>The International Journal of Human Resource Management</i> , vol.31, no.1, pp. 90-127.	Monday 25/9/2023 10.00am Residential School Occupational Hygiene Report due Residential School Practicum Activities Due: Week 11 Monday (25 Sept 2023) 10:00 am AEST

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study. Contact unit coordinator if required.	International Network of Safety and Health Practitioner Organisations (INSHPO) 2017, <i>The Occupational Health and Safety Professional Capability Framework: A global framework for practice</i> , International Network of Safety and Health Practitioner Organisations (INSHPO), Park Ridge, IL, USA.	

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Reflection on professional practice Due: Review/Exam Week Monday (9 Oct 2023) 10:00 am AEST

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Reflection on professional practice

Assessment Type

Written Assessment

Task Description

The International Network of Safety and Health Practitioner Organisations (INSHPO) has established a Global OHS Capability Framework to provide greater clarity for OHS professionals by defining levels of practice, roles and what capabilities, knowledge and skills they would require to be effective. The Capability Framework defines and details the activities, knowledge and skills the OHS professional may be expected to have in order to advise and manage OHS in the organisation.

Your task is to undertake a reflection and gap analysis of your role or future role as an OHS professional across the fields of 'Activities', 'Knowledge' and 'Skills' as presented in the Global OHS Capability Framework to determine your current position within each band of criteria as prescribed in the Framework.

Use the template provided in Moodle for this and based on the analysis, identify the gaps or areas for improvement that you may have within each of these fields, based on your current and potential future roles as an OHS Professional.

1. Complete the table in the template for each item of criteria listed, across all three fields of 'Activities', 'Knowledge' and 'Skills'.

2. Reflect on these results and provide a discussion on where your strengths lie and identified opportunities for improvement in your professional practice (800-1000 words).

3. Outline an Action Plan that will help you develop as an OHS Professional for the future (table format, no word limit).

The capability framework can be found here:

https://www.inshpo.org/storage/app/media/docs/INSHPO_2017_Capability_Framework_Final_V2.pdf.

Assessment Due Date

Review/Exam Week Monday (9 Oct 2023) 10:00 am AEST

Return Date to Students

Exam Week Friday (20 Oct 2023)

Weighting

30%

Assessment Criteria

A detailed assessment matrix for the completion of the table representing the fields of 'Activities', 'Knowledge' and 'Skills' as prescribed in the Global OHS Capability Framework will be provided on the Moodle site and explained during the term and during the residential school. In summary, students will be assessed on their completion of the table across all fields of 'Activities', 'Knowledge' and 'Skills', and the provision of a cogent reflection based on these entries that translate into an Action Plan that can be used for future professional practice.

This will incorporate the following criteria:

1. Identification of strengths in own professional practice.
2. Identification of gaps in own professional practice.
3. Critical thinking that incorporates connections between tacit assumptions and the capability framework
4. Evaluate one's own current professional practice, expressed through reflexive dialogue.
5. Design strategies and targets to bridge gaps in professional practice, where required.
6. Practicality of items recorded for further attention in the Action Plan.
7. Written expression appropriate to the reflection (grammar, punctuation, references if relevant).

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

Assessment Type

Portfolio

Task Description

During residential school, you will be working in teams to collect initial data to complete risk management, human factors and occupational hygiene tasks at various industrial sites. These tasks will be advised in the residential school preparation sessions and relevant documentation provided on the Moodle site. Initial data must be shared with all team members. Each student will then present the results in individual technical reports. Each student must submit the following three (3) documents:

1. Risk management report (25%) - to be submitted by Monday of Week 7 at 10.00am
2. Human factors report (25%) - to be submitted by Monday of Week 9 at 10.00am
3. Occupational hygiene report (20%) - to be submitted by Monday of Week 11 at 10.00am.

Assessment Due Date

Week 11 Monday (25 Sept 2023) 10:00 am AEST

Return Date to Students

Week 12 Friday (6 Oct 2023)

Weighting

70%

Assessment Criteria

The detailed assessment matrices for each report will be provided on the Moodle site and explained during the term and during the residential school. In summary, students will be assessed on their demonstration and application of risk, human factors and occupational hygiene knowledge, skills and tools using the following criteria:

1. Problem definition
2. Explanation of methodology
3. Application of technical knowledge to real-life situations
4. Critical thinking through discussion and findings
5. Practicality of recommendations
6. Accuracy when following instructions and completing tools, forms and worksheets
7. Attendance
8. Teamwork
9. Professionalism
10. Professional report formatting suitable for submission to a client
11. Written expression appropriate to a professional report
12. Well supported with relevant authoritative sources that are appropriately referenced.

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