

SAFE28002 *Psychosocial Hazard Management*

Term 1 - 2026

Profile information current as at 21/04/2026 09:04 pm

All details in this unit profile for SAFE28002 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 covers topics related to occupational health and wellbeing in organisations, emphasising the principles of good work design and the integration of occupational health and safety, health promotion, wellness, work design and productivity. Topics include common occupational health hazards such as manual tasks and sedentary work behaviours, as well as psychosocial hazards such as workplace bullying, occupational violence, shift work and fatigue, which lead to occupational stress.

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

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 - 2026

- 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 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. Group Discussion

Weighting: 20%

2. Case Study

Weighting: 30%

3. Written Assessment

Weighting: 50%

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

Students in the Graduate Certificate of Fatigue Management wanted a stronger focus on fatigue in this unit.

Recommendation

Students in the Certificate of Fatigue Management course make up about 28% of the students in this unit. Fatigue is only one of the psychosocial hazards covered in the unit and students are expected to learn about a wide range of psychosocial hazards across the unit. It is recommended that this might need to be made clearer to these students, as well as the fact that they can do their three assessments on fatigue if they would like to. They can therefore do a deep dive into fatigue if they choose. However, it is recommended to also consider if the fatigue as a psychosocial hazard content can be expanded in this unit.

Feedback from SUTE Unit Comments

Feedback

One student found that this unit had no relevance to their Graduate Certificate of Fatigue Management course.

Recommendation

The Graduate Certificate of Fatigue Management is made up of 4 units, with only one being fully designated to fatigue management. Students should understand that the other units in this course are not solely focussed on fatigue when they enrol in the course. They should also understand that students from other courses take this unit as an elective. It is therefore recommended that students are made aware at the beginning of term that students other than those taking fatigue management enrol in this unit and therefore the unit will be much broader than just focusing on fatigue.

Feedback from SUTE Unit Comments

Feedback

Students reported that they found the lectures enjoyable and that they appreciated and got value out of being able to tailor their assignment tasks to their own workplace.

Recommendation

It is recommended to keep the teaching style and workplace focussed assessment tasks the same for the next offering.

Unit Learning Outcomes

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

1. Evaluate the inter-relationships between the workplace, work systems, work environment and people and their impact on the health and wellbeing of individuals
2. Apply knowledge of occupational health and wellbeing and psychosocial hazards to the analysis of the design of work and work systems and effectively interpret and communicate findings to organisational stakeholders
3. Assess the risk of injury and/or illness from work-related psychosocial hazards and examine factors that impede workplace performance and sustainability
4. Evaluate and recommend appropriate changes in work design to optimise occupational health and wellbeing, improve organisational performance and sustainability, and demonstrate respect for human dignity and diversity through an understanding of the impact of health and psychosocial factors at the workplace.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ● Introductory Level ● Intermediate Level ● Graduate Level ○ Professional Level ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Discussion - 20%	●	●		
2 - Case Study - 30%	●	●	●	●
3 - Written Assessment - 50%			●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○	○	○	○
5 - Self-management	○	○	○	○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership	○	○	○	○
8 - First Nations Knowledges				
9 - Aboriginal and Torres Strait Islander Cultures	○	○	○	○

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 styles below:

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Karen Klockner Unit Coordinator

k.klockner@cqu.edu.au

Schedule

Week 1 - 09 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Identification Introduction to the unit, Moodle site and assessments Psychosocial risk and workplace health, safety and wellbeing	NB: All readings will be provided via the Moodle site however some key readings are listed here. OHS Body of Knowledge (OHS BoK) - Chapter 8.1 The Human: Basic Psychological Principles Safe Work Australia (2015). Work Related Mental Disorders Profile	Lecture

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Identification Childhood Adverse Life Events Neuroscience	Centers for Disease Control and Prevention (CDC) - Adverse Childhood Experiences Study (ACE)	Lecture

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Identification Occupational Stress Social Context of Work Bullying, Aggression and Violence	OHS Bok - Chapter 19 - Psychosocial Hazards and Occupational Stress OHS BoK - Chapter 8 - The Human: Basic Principles of Social Interaction OHS BoK - Chapter 21 - Bullying & Violence	Lecture Psychosocial Hazard Identification Due: Week 3 Friday (27 Mar 2026) 11:45 pm AEST

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Identification Physical Work Environments Cognitive Demands	WorkSafe Queensland (2022). Psychosocial Risk Assessment Tool	Lecture

Week 5 - 06 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Identification The Organisation of Work	OHS BoK - Chapter 20 Fatigue OHS Bok - Chapter 10.2.1 Organisational Culture: A Search for Meaning OHS BoK - Chapter 10.2.2 Organisational Culture: Reviewed and Repositioned	Lecture
Week 6 - 13 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management OHS Law & Regulations Codes of Practice	WorkSafe Queensland (2022). Managing the Risk of Psychosocial Hazards at Work Safe Work Australia (2022). Model Code of Practice: Managing Psychosocial Hazards at Work	Lecture
Vacation Week - 20 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 27 Apr 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management Assessing Psychosocial Risk Risk Prevention	AS/NZS ISO 45003:2021 OHS Management of Psychosocial Health and Safety at Work: Guidelines for Managing Psychosocial Risks	Lecture Psychosocial Risk Assessment Due: Week 7 Friday (1 May 2026) 11:45 pm AEST
Week 8 - 04 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management Work by Design	OHS BoK Chapter 34.2 User Centred Design Approach to Control OHS BoK Chapter 34.3 Health and Safety in Design OHS BoK Chapter 34.4 Design of Work Safe Work Australia (2020) Principles of Good Work Design	Lecture - (Guest Lecturer - Good Work Design)
Week 9 - 11 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management Health Promotion and Wellness Programs	Comcare Australia (2010) Effective Health and Wellness Programs	Lecture
Week 10 - 18 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management Psychosocial Claims Management Return to Work	Safe Work Australia (2021). Taking Action: A Best Practice Framework for the Management of Psychological Claims in the Australian Workers' Compensation Sector	Lecture
Week 11 - 25 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management Psychosocial Futures		Lecture
Week 12 - 01 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazard Management		Psychosocial Hazard Management Report Due: Week 12 Friday (5 June 2026) 11:45 pm AEST
Exam Week - 08 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

Permission to use Generative AI is given for limited purposes, please see the 'Permission to Use AI' sheet on the Moodle site.

Please refer to the CQUniversity guideline on AI Awareness for Academic Integrity as it relates to plagiarism.

Assessment Tasks

1 Psychosocial Hazard Identification

Assessment Type

Group Discussion

Task Description

Assessment 1 is used as a starting point for your next two assessments and allows you to reflect on and investigate an area of interest related to Psychosocial Hazards in your workplace.

This first assessment will be completed in the Moodle site in the Assessment Tile - Assessment 1 Discussion Forum section or you can access the assessment discussion forum from the Assessment area pull down menu at the top of the Moodle site. It does not require you to upload anything for marking. Marking will be completed from your discussion in the Moodle site.

You are required to undertake the following: -

(a) Read and reflect on the Safe Work Australia Report on Work-Related Mental Health Disorders Profile 2015 (provided via the Moodle site) as it might relate to your workplace.

(b) Then share your reflection and present a hypothesis (a supposition made on the basis of limited evidence (reading and experience) as a starting point for further investigation) to your class cohort, about how one of these hazards may manifest in your workplace and what the associated risks are to workers and the impact this hazard may have on workplace health, safety and wellbeing. The hazard you discuss should be the one that you focus on for assessment 2 and 3 and should be one you are keenly interested in i.e. (fatigue, bullying, harassment, workplace violence etc.)

Format: Your online discussion should be no more than 300 words.

Level of GenAI use allowed:

Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date

Week 3 Friday (27 Mar 2026) 11:45 pm AEST

Return Date to Students

Week 5 Friday (10 Apr 2026)

Weighting

20%

Assessment Criteria

The following marking criteria will be used, and a marking matrix will be provided in the Moodle site: -

(a) In reference to the Safe Work Australia Report on Work-Related Mental Health Disorders Profile (provided via the Moodle site), you are to hypothesise and discuss one psychosocial hazard/s which you think may be present at your workplace (6 Marks),

(b) Discuss about how this hazard/s may manifest and what the associated risks are to workers, and the impact this may have on workplace health, safety and wellbeing (14 Marks).

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Evaluate the inter-relationships between the workplace, work systems, work environment and people and their impact on the health and wellbeing of individuals
- Apply knowledge of occupational health and wellbeing and psychosocial hazards to the analysis of the design of work and work systems and effectively interpret and communicate findings to organisational stakeholders

2 Psychosocial Risk Assessment

Assessment Type

Case Study

Task Description

This assessment builds on your assessment 1 hazard and will see you formally assessing this psychosocial risk within a workplace. You are therefore going to use your [deidentified] workplace for the following case study: -

Step 1. Review the Safe Work Australia (SWA) Psychosocial Risk Assessment Tool (2022) within your workplace in respect of your chosen hazard,

Step 2. Outline and discuss your one chosen psychosocial hazard and the associated risk/s you identified using the SWA tool and what impact this may have on workplace health, safety and wellbeing at your workplace,

Step 3. Review and discuss what existing policies and procedures and/or other systems your workplace currently has in place to prevent and/or manage the psychosocial hazard you have chosen, noting any gaps you perceive in the organisational wide prevention or management systems for your chosen psychosocial hazard.

Format: Word document - Word limit - no more than 1200 words.

Level of GenAI use allowed:

Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date

Week 7 Friday (1 May 2026) 11:45 pm AEST

Return Date to Students

Week 9 Friday (15 May 2026)

Weighting

30%

Assessment Criteria

The following assessment criteria will be used, and a detailed marking matrix will be provided in the Moodle site.

- (a) Discuss your one chosen psychosocial hazard and associated risk/s you identified (from assessment 1) using the Safe Work Australia Psychosocial (SWA) Risk Assessment Tool (2022) and the impact it may have on workplace health, safety and wellbeing at your workplace (10 Marks);
- (b) Review and discuss what existing policies and procedures and/or other systems the workplace currently has in place to prevent and/or manage your chosen psychosocial hazard, noting any perceived gaps in the organisational wide prevention or management systems for your psychosocial hazard (20 Marks).

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Evaluate the inter-relationships between the workplace, work systems, work environment and people and their impact on the health and wellbeing of individuals
- Apply knowledge of occupational health and wellbeing and psychosocial hazards to the analysis of the design of work and work systems and effectively interpret and communicate findings to organisational stakeholders
- Assess the risk of injury and/or illness from work-related psychosocial hazards and examine factors that impede workplace performance and sustainability
- Evaluate and recommend appropriate changes in work design to optimise occupational health and wellbeing, improve organisational performance and sustainability, and demonstrate respect for human dignity and diversity through an understanding of the impact of health and psychosocial factors at the workplace.

3 Psychosocial Hazard Management Report

Assessment Type

Written Assessment

Task Description

Your assessment 3 builds from the work you did in assessment 2 (i.e. risk assessment, evidence and gap analysis) and now looks more deeply at Psychosocial Hazard Management.

As a result of having identified one psychosocial hazard in your workplace and any gaps in its psychosocial hazard management, you are required to prepare a report to your workplace on how to better manage any risks you identified by presenting a report to your workplace which covers: -

(a) Psychosocial Hazard Identification - Discuss and present to management, your evidence informed findings (data/research) from the application of the Safe Work Australia Psychosocial Risk Assessment Tool and other information by outlining your chosen psychosocial hazard and associated risks you identified which may impede workplace health, safety and wellness in your workplace.

(b) Psychosocial Hazard Management - Make recommendations for the implementation of further workplace changes and/or further management strategies based on your findings aimed at reducing the psychosocial hazard and enhancing the management of any associated risks in your workplace. You must discuss how your management recommendations are linked to the new Hierarchy of Control for Psychosocial Hazards and the notion of Good Work Design.

Your report and recommendations need to be persuasive and 'evidence informed' by supporting your writing with at least 10 in-text references including peer reviewed journal articles or other valid references.

Submission - A word document written report of no more than 1500 words with a minimum of 10 references and a full reference list in either Harvard or APA style.

Level of GenAI use allowed:

Level 2: You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.

Assessment Due Date

Week 12 Friday (5 June 2026) 11:45 pm AEST

Return Date to Students

Exam Week Friday (12 June 2026)

Weighting

50%

Assessment Criteria

The following assessment criteria will be used, and a detailed marking matrix will be provided in the Moodle site.

(a) Psychosocial Hazard Identification - Discuss and present to management, your evidence informed findings (data/research) from the application of the Safe Work Australia Psychosocial Risk Assessment Tool and other information by outlining any psychosocial hazards and associated risks you identified which may impede workplace health, safety and wellness in your workplace. Part A Total = 15 Marks.

(b) Psychosocial Hazard Management - Make recommendations for the implementation of further workplace changes and/or further management strategies based on your findings, which are aimed at reducing the psychosocial hazard/s and enhancing the management of these risks in your workplace - (15 Marks). You must discuss the Hierarchy of Control for Psychosocial Hazards - (7 Marks) and discuss the notion of Good Work Design (7 marks). Your findings and recommendations need to be persuasive and 'evidence informed' by supporting your writing with in-text references including peer reviewed journal articles or other valid references - (6 Marks). Part B Total = 35 Marks

Referencing Style

- [Harvard \(author-date\)](#)
- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Assess the risk of injury and/or illness from work-related psychosocial hazards and examine factors that impede

workplace performance and sustainability

- Evaluate and recommend appropriate changes in work design to optimise occupational health and wellbeing, improve organisational performance and sustainability, and demonstrate respect for human dignity and diversity through an understanding of the impact of health and psychosocial factors at the workplace.

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