



# OCHS11025 *Health and Safety Risk Management*

## Term 1 - 2020

Profile information current as at 12/10/2025 12:32 pm

All details in this unit profile for OCHS11025 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 foundation unit introduces you to the principles of risk management and their application within a health and safety context. You will be able to define the terms utilised in the broader principles of risk management and learn to identify, prioritise and manage hazards according to their risk in a variety of environments.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

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 - 2020

- Adelaide
- Brisbane
- Bundaberg
- Gladstone
- Mackay
- Melbourne
- Online
- Perth
- Rockhampton
- Sydney

### 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. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Portfolio**

Weighting: 40%

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

Weighting: 40%

### 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

The pre-recorded lectures presented as a mini-series gave students greater flexibility, especially for those who work.

##### Recommendation

Continue to offer the pre-recorded lecture mini-series.

#### Feedback from Have Your Say

##### Feedback

Students noted that the lecture timetabled for Friday afternoons was difficult to attend and sometimes distracting.

##### Recommendation

Request that this unit be scheduled earlier in the week.

## Unit Learning Outcomes

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

1. Define terms utilised in risk management.
2. Recognise and apply the principles of risk management in a health and safety context.
3. Identify and prioritise hazards according to their risk in a variety of settings.
4. Apply the hierarchy of control in recommending appropriate interventions to control risk.
5. Demonstrate diverse and critical thinking in risk management decision making.
6. Differentiate between compliance-based and evidence-based practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1	2	3	4	5	6
1 - Online Quiz(zes) - 20%	•					•
2 - Portfolio - 40%		•	•	•	•	
3 - Written Assessment - 40%	•	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6

Graduate Attributes	Learning Outcomes					
	1	2	3	4	5	6
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 - Online Quiz(zes) - 20%	•	•	•	•		•		•		
2 - Portfolio - 40%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•	•		

## Textbooks and Resources

### Textbooks

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#### Supplementary

##### **Risk and Safety Management in the Leisure, Events, Tourism and Sports Industries**

Edition: 1st (2015)

Authors: Piekarz, M., Jenkins, I., Mills, P

CABI Publishing

Wallingford , County Wallingford , United Kingdom

ISBN: 10 1780644493 13 9781780644493

Binding: Paperback

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#### Supplementary

##### **Set phasers on stun: and other true tales of design, technology, and human error**

Edition: 2nd (1998)

Authors: Casey, S.M.

Aegean

Santa Barbara , California , USA

ISBN: 0963617885 & 9780963617880

Binding: Hardcover

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Elise Crawford** Unit Coordinator

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

## Schedule

### **Week 1 - 09 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Exploring risk	Chapter 1: Risk Encounters (Pikarz, Jenkins & Mills 2015) Chapter 31: Risk (OHS Body of Knowledge)	Introduce yourself in the <i>Arrivals Lounge</i> . What you you think OHS is all about?

### **Week 2 - 16 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Risk concepts	Chapter 2: Risk definitions (Pikarz, Jenkins & Mills 2015) Section 3: Terms & definitions (AS ISO 31000:2018)	Download and print AS ISO 31000:2018, before it corrupts.
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### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk context	Sections 5.4 & 6.3 (AS ISO 31000:2018)	Tutorial: Zzss in Zeebrugge (Casey, 1998) <b>Quiz 1</b> Due: Week 3 Friday (24 Apr. 2020) 11:59 pm AEST

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment (identification)	Section 6.4.2: Risk identification (AS ISO 31000:2018) Chapter 15: Hazard (OHS Body of Knowledge)	Tutorial: In Search of the Lost Cord (Casey, 1998)

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment (analysis)	Section 4.6 & Section 6.5 (Pikarz, Jenkins & Mills 2015) Section 6.4.3: Risk Analysis (AS ISO 31000:2018)	Tutorial: The Peppermint Twist (Casey, 1998) <b>Wiki Annotations</b> Due: Week 5 Thursday (9 Apr. 2020) 11:59 pm AEST

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Check your task for the final assessment in the <i>Peer Review</i> forum.

### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk assessment (evaluation)	Sections 6.3.4 Risk criteria & 6.4.4: Risk evaluation (AS ISO 31000:2018)	Tutorial: Set Phasers on Stun (Casey, 1998) <b>Case Studies</b> Due: Week 6 Friday (24 Apr 2020) 11:59 pm AEST

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk control (law)	Chapter 8: The Law (Pikarz, Jenkins & Mills 2015) Chapter 34: Control Prevention (OHS Body of Knowledge)	Tutorial: How to get an HD for Assessment Item 3 (JSA)

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk control (treatment)	How to Manage WHS Risks Code of Practice Section 6.5: Risk treatment (AS ISO 31000:2018)	Tutorial: Silent Warning (Casey, 1998)

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Risk review	Chapter 4: Models and tools (Pikarz, Jenkins & Mills 2015) Sections 5.7 & 6.6: Review (AS ISO 31000:2018)	Tutorial: Genie in the Bottle (Casey 1998)

### Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Risk communication	Chapter 6.1 - 6.4 Documentation (Pikarz, Jenkins & Mills 2015) Sections 5.4.5, 6.2 & 6.7 (AS ISO 31000:2018)	Tutorial: Rental Car (Casey 1998) <b>Job Safety Analysis</b> Due: Week 10 Friday (22 May 2020) 11:59 pm AEST
<b>Week 11 - 25 May 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Risk decision-making	Chapter 3: Key theories that underpin risk management & Chapter 7: Risk decision-making (Pikarz, Jenkins & Mills 2015)	Tip: Chapter 3 has information on the quiz. Tutorial: Never Cry Wolf (Casey 1998)
<b>Week 12 - 01 Jun 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Risk management process	Chapter 9: Risk Management (Pikarz, Jenkins & Mills 2015) Section 6: Process (AS ISO 31000:2018)	<b>Quiz 2</b> Due  <b>Quizzes</b> Due: Week 12 Friday (5 June 2020) 11:59 pm AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 15 Jun 2020</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

The purpose of this assessment item is to assess your ability to define and critically think about the terms and principles of health and safety risk management, including compliance and evidence-based practice. Your task is to complete two quizzes by the nominated due date in Weeks 3 and 12. Information about the quizzes are as follows:

- The first quiz is available from the beginning of term
- The second quiz is available Monday of week 6
- You have 1 hour to complete each quiz
- There are 20 questions to be completed for each quiz
- You have two chances to take the quiz
- If you take the quiz twice, you will receive the highest mark
- These are open book quizzes, so have your resources handy
- Read the instructions carefully as question instructions differ
- You will receive your grade when you submit the quiz
- Feedback on the quiz is released when the quiz closes

#### Number of Quizzes

2

#### Frequency of Quizzes

Other

#### Assessment Due Date

Week 12 Friday (5 June 2020) 11:59 pm AEST

#### Return Date to Students

Week 12 Friday (5 June 2020)

You will receive your grade when you finish the quiz. Feedback is available after the quiz has closed.

## Weighting

20%

## Assessment Criteria

Quiz 1 questions are drawn from the unit material presented in weeks 1 and 2. Topics assessed include: risk concepts and their definitions. (10 marks)

Quiz 2 questions are drawn from the unit material presented in weeks 10 and 11. Topics assessed include: risk communication and consultation, and risk decision-making. (10 marks)

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Define terms utilised in risk management.
- Differentiate between compliance-based and evidence-based practice.

## Graduate Attributes

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

# 2 Case Studies

## Assessment Type

Portfolio

## Task Description

The purpose of this assignment is to provide an opportunity for you to develop various academic skills and to synthesise theory by applying risk concepts to real world situations. This portfolio encompasses the development of:

1. Four annotated bibliographies
2. One case study analysis

## Annotated Bibliographies

Evidence-informed practice is extremely important for making sound decisions that contribute to safer outcomes. One way to gather evidence into one place is by developing an annotated bibliography. An annotated bibliography is a set of individual annotations that together provide a brief overview of available research on that topic. A single annotation is a short paragraph that comments on the source cited. Your four individual annotations will contribute to the development of four larger annotated bibliographies that you and your class mates will use later to help you analyse your chosen case study. Underpinning skills being developed include: 1) how to find reputable sources, 2) how to write in an academic setting, and 3) how to acknowledge sources appropriately (i.e. referencing).

Your task is to find at least one reputable source for each of the four case studies set for this assignment listed in Moodle. You are to write a short paragraph (50 - 70 words) about how that source enhances understanding of the case study. To know what is important, it can be helpful to review the requirements for the case study analysis. Each annotation must be unique within the bibliography, unless you offer a new reason for how the source contributes to the analysis of the case study. A wiki page for each case study has been established in Moodle that the entire class can access to populate the annotated bibliographies. You can add as many annotations as you like. However, only four (those you submit for assessment) will be graded. Instructions on how to edit the wiki page will be provided in Moodle. The annotations are to contain the following:

- The citation information (Provide the complete reference in CQUni Harvard Referencing Style)
- A short summary about the contents of the article and an explanation for why this source contributes to enhanced understanding of the case study.
- Your name. For this assignment, please include your first and last names to ensure accurate ownership of the annotation.

Submit one annotation for each case study by the due date.

## Case Study Analysis

Your task is to select one of the four case studies set for risk analysis. You are required to analyse the case study and support your argument with reputable sources. However, you can only use sources contained within the annotated



bibliography. You are required to do the following:

- Identify the main person/s at health and safety risk (usually the person/s who got hurt)
- Describe the source of risk (i.e. the situation in which the person/s became exposed to damaging energy)
- Describe the damaging nature of that energy
- Describe the consequences of being exposed to this energy
- Explain how one contextual factor created a system vulnerability and risk
- Write in academic style (i.e. third person, accurate spelling and grammar, with complete sentences in paragraph format).
- Support your analysis with evidence (i.e. cite reputable sources that informed the analysis)
- Include a reference list (i.e. accurately acknowledge sources cited using the CQUni Harvard Referencing Style Guide that is located in the Unit Profile)
- Within the word limit: 250 words

*Note: Do not provide a summary of the case study. This will consume much of the word count. To use a source that is not in the bibliography, you must add it to the bibliography, and then you can use it.*

### **Assessment Due Date**

Week 6 Friday (24 Apr 2020) 11:59 pm AEST

Wiki Annotations are due Thursday of Week 5. The case study analysis is due Friday of Week 6.

### **Return Date to Students**

Week 8 Friday (8 May 2020)

### **Weighting**

40%

### **Assessment Criteria**

Four Annotations (10 marks each for a total of 40 marks)

- Offers a valid contribution to the analysis of the case study (5 marks)
- Accurately referenced a reputable source according to CQUni Harvard Referencing Style (5 marks)

Case study analysis (total 60 marks)

- Identified the primary person/s at risk and described the source of risk (i.e. situation in which the person/s became exposed to damaging energy) (10 marks)
- Energy properties that caused the harm are detailed (10 marks)
- Consequences of exposure are described (10 marks)
- Identified and explained how a contextual factor (e.g. work environment) contributed to system vulnerability and risk (10 marks)
- English expressing, spelling, and grammatical accuracy (10 marks)
- Referencing is accurate using CQUni Harvard Referencing Style (10 marks)

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Complete and submit the Portfolio Form provided on Moodle

### **Learning Outcomes Assessed**

- Recognise and apply the principles of risk management in a health and safety context.
- Identify and prioritise hazards according to their risk in a variety of settings.
- Apply the hierarchy of control in recommending appropriate interventions to control risk.
- Demonstrate diverse and critical thinking in risk management decision making.

### **Graduate Attributes**

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

- Cross Cultural Competence
- Ethical practice

### 3 Job Safety Analysis

#### Assessment Type

Written Assessment

#### Task Description

The purpose of this assignment is to assess your ability to apply and communicate risk management principles to improve the health and safety of people undertaking a job. You will be provided with a Job Safety Analysis template in Moodle that you are to complete and submit. Your task is to select an observable job that can be completed within six (6) to eight (8) steps. This job must be a real job (not one off the internet) and preferably a job that you can do. Based on your chosen job, you are required to conduct a Job Safety Analysis (JSA) that includes the following:

- Job name
- Description of the context in which the job takes place
- Description of the worker/s who perform the job
- Job breakdown into steps
- Consultation arrangements
- Detailed risk assessment
- Evaluation of risk control treatment, supported with references to relevant and reputable sources (200-500 words)
- Develops an appropriate Corrective Actions Plan
- Reference list (CQUni Harvard Style)
- Word range: 1500 - 1800

#### Assessment Due Date

Week 10 Friday (22 May 2020) 11:59 pm AEST

Complete and submit the JSA template provided in Moodle.

#### Return Date to Students

Week 12 Friday (5 June 2020)

#### Weighting

40%

#### Assessment Criteria

The Job Safety Analysis will be marked according to the following criteria (total 100 marks):

- Job analysis: an observable job that takes six to eight steps to complete (10 marks)
- Job details: describes job, workers, work context, and consultation arrangements (20 marks)
- Risk assessment: job steps, hazards, risk analysis, risk control, type of control and residual risk (20 marks)
- Evaluates risk control by utilising a suitable risk control framework (i.e. the hierarchy of control) (20 marks)
- Develops a suitable Corrective Actions Plan (i.e. considers health and safety legislation within an evidence-based framework) (20 marks)
- Communication: spelling, grammar, relevant and reputable sources, referencing style (10 marks)

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Complete and submit the template provided to your on Moodle.

#### Learning Outcomes Assessed

- Define terms utilised in risk management.
- Recognise and apply the principles of risk management in a health and safety context.
- Identify and prioritise hazards according to their risk in a variety of settings.
- Apply the hierarchy of control in recommending appropriate interventions to control risk.
- Demonstrate diverse and critical thinking in risk management decision making.
- Differentiate between compliance-based and evidence-based practice.

## Graduate Attributes

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

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?

**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem