

OCHS11026 *Introductory Occupational Health and Safety*

Term 1 - 2026

Profile information current as at 20/05/2026 11:26 pm

All details in this unit profile for OCHS11026 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 an overview of occupational health and safety as a discipline. Students will trace the history and development of the discipline and develop an appreciation of the impact of the occupational environment on the health and safety of individuals. Students will examine the costs and benefits of strategies to prevent occupational injury and illness and be introduced to the different specialities within the OHS discipline.

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 - 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 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: 40%

2. Written Assessment

Weighting: 20%

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 SUTE Teacher Evaluation

Feedback

Students reported that they enjoyed the delivery and content of the unit.

Recommendation

It is recommended to keep the delivery and content of the unit for the next offering.

Feedback from SUTE Teach Evaluation

Feedback

Students reported that they found the teaching of the unit enjoyable with the lecture delivery manner being great.

Recommendation

It is recommended to keep the lectures enjoyable with a focus on real world examples and student engagement.

Unit Learning Outcomes

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

1. Trace the history and development of occupational health and safety.
2. Identify the essential elements of occupational health and safety.
3. Describe the impact of occupational injury and disease on individuals, organisations and society.
4. Source risk management and prevention guidance material.
5. Construct a reflective mind map related to occupational health and safety topics.

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	5
1 - Online Quiz(zes) - 40%	●	●	●	●	
2 - Written Assessment - 20%	●	●	●	●	●
3 - Written Assessment - 40%	●	●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5

Graduate Attributes

- 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 - First Nations Knowledges
- 11 - Aboriginal and Torres Strait Islander Cultures

Learning Outcomes

	1	2	3	4	5
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 - First Nations Knowledges					
11 - 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	11
1 - Online Quiz(zes) - 40%	•	•	•			•	•	•			
2 - Written Assessment - 20%	•		•	•		•	•	•			
3 - Written Assessment - 40%	•	•	•				•	•			

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
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
Introduction to the Unit	All Chapter Readings are from the OHS Body of Knowledge (BoK): Chapter 3 - The Generalist OHS Professional Chapter 4 - Global Concepts - Work	Tutorial and Lecture Complete Assessment 1 - Quiz 1

Week 2 - 16 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
The Extent of the OHS Problem	Chapter 5 - Global Concepts - Safety Chapter 6 - Global Concepts - Health	Tutorial and Lecture Complete Assessment 1 - Quiz 2

Week 3 - 23 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Humans	Chapter 7.1 - The Human: As a biological system Chapter 8.1 - The Human: Basic psychological principles Chapter 8.2 - The Human: Basic principles of social interaction	Tutorial and Lecture Complete Assessment 1 - Quiz 3

Week 4 - 30 Mar 2026

Module/Topic	Chapter	Events and Submissions/Topic
Organisations	Chapter 10.1 - The Organisation Chapter 10.2.1 - Organisational Culture	Tutorial and Lecture Complete Assessment 1 - Quiz 4

Week 5 - 06 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Socio-Political Context	Chapter 9.1 - Socio-political context in Australia Chapter 9.2 - Work Health and Safety Law in Australia	Tutorial and Lecture OHS Profession Learning Quizzes Due: Week 5 Friday (10 Apr 2026) 11:45 pm AEST

Week 6 - 13 Apr 2026

Module/Topic	Chapter	Events and Submissions/Topic
Hazards and Risks	Chapter 15 - Hazard as a Concept Chapter 19 - Psychosocial Hazards Chapter 31.1. - Risk	Tutorial and 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

Control: Prevention and Intervention	Chapter 34.1 - Control: Prevention and Intervention Chapter 34.2 - User-Centric Safe Design Approach to Control Chapter 34.3 - Health and Safety in Design	Tutorial and Lecture
Week 8 - 04 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic Tutorial and Lecture
Systems	Chapter 12.1 - Systems Chapter 12.2 - OHS Management Systems	Multimedia Mind Map Due: Week 8 Friday (8 May 2026) 11:45 pm AEST
Week 9 - 11 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic Tutorial and Lecture
Models of Causation - Safety	Chapter 32 - Models of Causation - Safety	
Week 10 - 18 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic Tutorial and Lecture
Models of Causation - Health Determinants	Chapter 33 - Models of Causation - Health Determinates	
Week 11 - 25 May 2026		
Module/Topic	Chapter	Events and Submissions/Topic Tutorial and Lecture
Introduction to OHS Practice	Chapter 37 - Introduction to 'practice' as a concept Chapter 38.3 - Ethics and Professional Practice Chapter 39.1 - The OHS professional as a 'critical consumer' of research	
Week 12 - 01 Jun 2026		
Module/Topic	Chapter	Events and Submissions/Topic Lecture No tutorial
Introduction to OHS - Unit Summary		Written Assessment - OHS Professional Practice 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 OHS Profession Learning Quizzes

Assessment Type
Online Quiz(zes)

Task Description

Students come into a unit with one understanding of a subject and - one hopes - leave with another. This assessment is therefore interested in quizzing you about your learning journey and the highlights, 'lightbulb moments' or 'turning

points' in your early learning and reading about the OHS profession across the first 4 weeks of term.

In this assessment you will complete 4 online quizzes, 1 per week for the first 4 weeks of term, via the Moodle site. Your weekly assigned readings from the OHS Body of Knowledge (Bok) chapters from week 1 to week 4 will be used for your online quizzes. You are required to reflect and share your 'lightbulb moments' or 'turning points' and learning experiences via the Moodle site with your class cohort.

(1) Week 1 - BoK Chapters 3 and 4 - The Generalist OHS Professional and Global Concept - Work.

Quiz 1 - What was your 'lightbulb moment' or 'turning point' learning from your week 1 readings on the OHS Profession and the modern-day concept of work and how it has changed across time?

(2) Week 2 - BoK Chapters 5 and 6 - Global Concept - Safety and Global Concept - Health.

Quiz 2 - What was your 'lightbulb moment' or 'turning point' learning from your week 2 readings on the history and theory of Safety Science, and physical and psychological health?

(3) Week 3 - Bok Chapters - Humans - Chapters 7.1, 8.1 and 8.2.

Quiz 3 - What was your 'light bulb' or 'turning point' learning from your week 3 readings on humans?

(4) Week 4 - Bok Chapters - Organisations - Chapters 10.1 and 10.2.

Quiz 4 - What was your 'lightbulb moment' or 'turning point' learning from your week 4 readings on organisational complexity, culture and safety performance?

Students are required to complete all 4 quizzes by the end of Week 5, and it is suggested you post your quiz answers weekly across the first 4 weeks of term. Your weekly quiz answer should be no more than 250 words as a maximum.

There is no need to formally submit an assessment item in the Moodle site, your quiz answers will be marked by the unit coordinator directly from the week 1 - 4 quiz answer area on the Moodle site. A marking matrix will be provided in the Moodle site Assessment tile.

Minimum mark or grade: To pass this unit students must obtain a minimum grade of 50% for all assessment tasks.

Level of GenAI use allowed:

Level 1: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

Number of Quizzes

4

Frequency of Quizzes

Weekly

Assessment Due Date

Week 5 Friday (10 Apr 2026) 11:45 pm AEST

As per study schedule

Return Date to Students

Week 7 Friday (1 May 2026)

Within 2 weeks of due date

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

Quiz 1 - Answers the quiz by reflecting on and describing your lightbulb moment or turning point learning from your week 1 readings. (10 marks)

Quiz 2 - Answers the quiz by reflecting on and describing your lightbulb moment or turning point learning from your week 2 readings. (10 marks)

Quiz 3 - Answers the quiz by reflecting on and describing your lightbulb moment or turning point learning from your week 3 readings. (10 marks)

Quiz 4 - Answers the quiz by reflecting on and describing your lightbulb moment or turning point learning from your week 4 readings. (10 marks)

Referencing Style

- Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

- Trace the history and development of occupational health and safety.
- Identify the essential elements of occupational health and safety.
- Describe the impact of occupational injury and disease on individuals, organisations and society.
- Source risk management and prevention guidance material.

Graduate Attributes

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

2 Multimedia Mind Map

Assessment Type

Written Assessment

Task Description

Multimedia has been widely used in the Occupational Health and Safety (OHS) Profession to win hearts and minds and in this assignment, we are interested in how multimedia can help OHS learning experiences which wield together both entertainment and education.

Furthermore, the history of OHS has been centred on social reform and improving workplace practices to eliminate the impact of occupational injury and disease on individuals, organisations and society. This assignment is therefore about how students, in an introductory professional practice unit, can understand both the social reform history of their profession and if the use of multimedia can influence their OHS professional learning.

You are required to watch six (6) short videos presented in the first two weeks of the teaching term to understand both the social reform history of OHS from its early inception in the USA context and the continuing impact of OHS practices on people. Firstly, watch the 4 videos related to the history of OHS presented in week 1 and then the 2 videos on the continuing impact of OHS practices on people (1 is serious and 1 is intended to be funny but is also serious) presented in the week 2.

Develop a one-page Mind Map (instructions are provided in the Moodle site) with 'OHS Multimedia' at the centre of your mind map. Then develop four main branches (Discourse Purpose, Cognitive Structure, Emotional Resonance Structure and Behaviour Impacts) from this centre. Then answer each of the four questions presented below: -

1. Discourse Purpose -Thinking about the key messages in the 6 videos presented to you in the first two weeks of term, how effective do you think this educational multimedia has been in the context of your learning about the social reform history of OHS and the continuing impact of OHS practices on people? Give 5 short sentences which act as the branches for your answer.
2. Cognitive Structure - Thinking about the way the stories were presented to you in the 6 videos in the first two weeks of term, what elements of the multimedia helped you to understand the key messages about the social reform history of OHS and the continuing impact of OHS practices on people? You may want to consider your own personal prior and/or current experience as it relates to OHS issues? Give 5 short sentences which act as the branches for your answer.
3. Emotional Resonance Structure - Thinking about the key messages in the 6 videos presented to you in the first two weeks of term about the social reform history of OHS and the continuing impact of OHS practices on people, what emotions did you have from your interaction with the educational multimedia and how did this help you connect to your own personal journey into OHS education? Give 5 short sentences which act as your branches for your answer.
4. Behaviour Impact - Thinking about the key messages in the 6 videos presented to you in the first two weeks of term about the social reform history of OHS and the continuing impact of OHS practices on people, what behaviours or actions might you intend to apply in the future as a result of acquiring or synthesising the educational multimedia content into your OHS education or work practices. Give 5 short sentences which act as your branches for your answer.

Use the term "OHS Multimedia" as the central heading in your mind map, map branches for each of the 4 topics listed above (Discourse Purpose, Cognitive Structure, Emotional Resonance Structure and Behaviour Impacts) and then add 5 further short sentence branches about your reflections in each of the 4 topic branches.

Examples of Mind Maps and suggestions for using Mind Map software will be provided in Moodle and a detailed marking matrix will also be provided.

Presentation Format:

You are required to prepare a ONE-page Mind Map of your key learnings under each of the 4 main branches referred to above.

Students are reminded to follow instructions (no more than 5 short sentences for each of the 4 main branches) and reflect on your own personal experience, not those of any AI non-human being!

Examples of Mind Maps will be given in Moodle, however, please feel free to research Mind Maps and think about how you would like to present your work.

Minimum mark or grade: To pass this unit students must obtain a minimum grade of 50% for all assessment tasks.

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 8 Friday (8 May 2026) 11:45 pm AEST

Return Date to Students

Week 10 Friday (22 May 2026)

Within 2 weeks of due date

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

When grading this submission specific attention will concentrate on the following: -

1. Discourse Purpose (5 marks);
2. Cognitive Structure (5 marks);
3. Emotional Resonance Structure (5 marks);
4. Behavioural Impact (5 marks).

A detailed marking matrix will be provided via the Moodle site.

Referencing Style

- Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

- Trace the history and development of occupational health and safety.
- Identify the essential elements of occupational health and safety.
- Describe the impact of occupational injury and disease on individuals, organisations and society.
- Source risk management and prevention guidance material.
- Construct a reflective mind map related to occupational health and safety topics.

Graduate Attributes

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

3 Written Assessment - OHS Professional Practice

Assessment Type

Written Assessment

Task Description

For this assessment you will prepare a written paper that discusses your understanding of both Occupational Health and Safety (OHS) as a 'profession' and the 'role' of the OHS professional in practice.

Your paper should cover the following two main areas which have been covered in this unit: -

1. Discuss both (a) a brief historical development of the profession of OHS demonstrating your understanding of how the profession began in the early industrial (UK) era, and (b) how the OHS profession is understood to now be conducted in complex socio-technical systems, then:
2. Discuss how the essential elements of OHS practice, covered in the foundational chapters of the OHS Body of Knowledge that you have studied this term, informs and assists OHS professionals, in their role to reduce the occupational injury and disease impacts to individuals, organisations and the wider community (society) (i.e. refer to the wide range of chapters and topics covered in this unit via the OHS BoK).

Word or PDF format. Length - 1500 words.

Minimum mark or grade: To pass this unit students must obtain a minimum grade of 50% for all assessment tasks.

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

40%

Minimum mark or grade

50%

Assessment Criteria

Assessment Criteria:

Ability to discuss the early UK historical development of the OHS profession - 10 marks

Ability to discuss a modern-day socio-technical view of the OHS profession - 10 marks

Ability to discuss how the OHS professional uses the OHS Body of Knowledge chapters to inform OHS practice - 10 marks

Organisation and sequence of written expression of the report, accurate grammar and spelling - 5 marks

Correct Use of Harvard Style Referencing - 5 marks

A detailed marking matrix will be available to you via the Moodle site.

Referencing Style

- Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

- Trace the history and development of occupational health and safety.
- Identify the essential elements of occupational health and safety.
- Describe the impact of occupational injury and disease on individuals, organisations and society.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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