



# OCHS12018 Safety Science

## Term 1 - 2024

Profile information current as at 05/09/2024 02:33 pm

All details in this unit profile for OCHS12018 have been officially approved by CQU University 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 will help you make the connection between science and safety so that you will think scientifically to promote evidence-based safety practice. You will be introduced to the science that explains how hazards behave, the concept of energy conversion and how hazards cause harm. Management of health and safety risk is discussed from an evidence-informed perspective. Case studies will be used to assist you in developing an appreciation of the linkages between the causation of harm and fundamental theories of physics, chemistry, physiology and social sciences.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Pre-requisite study of 24 credit points

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 - 2024

- 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. **Case Study**

Weighting: 30%

#### 2. **Written Assessment**

Weighting: 30%

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

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 Student comments

##### Feedback

Students are able to build on previous knowledge via the lecture content and appreciate the interactive tutorials.

##### Recommendation

Continue to provide both lectures (the theory) and interactive tutorials where case studies are used to examine each topic in real world settings.

## Unit Learning Outcomes

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

1. Describe the scientific nature of hazards
2. Explain the principles of energy conversion as it applies to health and safety risk
3. Apply scientific principles to explain fatality, injury, illness and harm
4. Utilise scientific research to improve health and safety outcomes
5. Analyse the utility and practicality of risk controls in a structured and scientific manner.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Case Study - 30%	•	•	•	•	
2 - Written Assessment - 30%			•	•	•
3 - Online Quiz(zes) - 40%	•	•			•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•		•
2 - Problem Solving			•	•	•
3 - Critical Thinking	•	•	•	•	•

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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 - Case Study - 30%	•	•	•	•		•				
2 - Written Assessment - 30%	•	•	•	•	•	•	•		•	
3 - Online Quiz(zes) - 40%		•	•			•				

## Textbooks and Resources

### Textbooks

OCHS12018

#### Supplementary

#### Occupational Risk Control: Predicting and Preventing the Unwanted

(2016)

Authors: Viner, Derek

Taylor & Francis

London, UK

Binding: eBook

#### Additional Textbook Information

All required readings will be available on Moodle in the eReading List.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

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

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

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)  
For further information, see the Assessment Tasks.

## Teaching Contacts

**Elise Crawford** Unit Coordinator  
[e.crawford@cqu.edu.au](mailto:e.crawford@cqu.edu.au)

## Schedule

### Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Safety Science	OHS BoK 5 Safety OHS BoK 6 Health OHS BoK 7.1 The human OHS BoK 12.1 Systems OHS BoK 15 Hazard OHS BoK 34.1 Control	Introduce yourself in the <b>Arrivals Lounge</b> so we know you can access the unit Moodle site. Start forming <b>Teams</b> in the <b>self-select</b> function (Teams of 4) for Assessment Item 2. <b>Direct Access to the Textbook:</b> <a href="#">OHS Body of Knowledge (BoK)</a>

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Underpinning Scientific Concepts of Safety	OHS BoK 14 Foundational science	<b>Assessment Item 3 (Quizzes) - Quiz 1</b> opens Monday, March 11th. <b>Team Tip:</b> you may think it is too early to start focusing on Assessment Item 2, though early engagement with your team members produces greater success and allows you time to get to know each other. Self-select into a <u>team</u> (4 members) now.

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Underpinning Scientific Concepts of Safety, Cont.	Viner, D 2016, <i>Occupational risk control: predicting and preventing the unwanted</i> , Taylor & Francis, London, UK., Chapters 3 and 4. OHS BoK 34.1 Control	<b>Quiz Tip:</b> You can save the quizzes as many times as you like until it is due. If you do not submit the quiz when it is due, Moodle will automatically submit for you. <b>Team Tip (Assessment Item 2):</b> Are you in a team yet? Remember teams that form early are more successful. Get to know your team members. They can form part of your professional network.

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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**Quiz 2** opens Monday, March 25th.

**Census Date:** Tuesday is the last day you can drop a unit without financial and academic penalty. Now is a good time to review your current study load.

**Team Tip (Assessment Item 2):** If not in a team by Wednesday, you will be placed in a team by your lecturer.

**Assessment Alert:** Quiz 1 closes next week.

Physical and Mechanical Hazards

OHS BoK 16 Work related MSDs  
OHS BoK 27 Gravitational hazards  
OHS BoK 28 Mechanical plant

#### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Noise and Vibration	OHS BoK 22.1 Occupational noise OHS BoK 22.2 Vibration	<b>Quiz Tip:</b> Complete Quiz 2 questions weekly for best results. Be sure to <b>save</b> your responses. <b>Team Tip (Assessment Item 2):</b> Teams that get to know each other perform better together. <b>Quiz 1 Due:</b> Week 5 Friday (5 April) 11:59 pm AEST

#### Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Assessment Item 1 Tip:</b> Start selecting the three (3) case studies for Assessment Item 1 (list on Moodle). <b>Team Tip (Assessment Item 2):</b> Take the initiative and don't wait for someone else in the team to get started.

#### Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Light and Radiation	OHS BoK 24 Ionising radiation OHS BoK 25 Non-ionising radiation	<b>Quiz Tip:</b> Complete quiz questions on light and radiation (and save). <b>Assessment Item 1 Tip:</b> Try to complete a case study each week. <b>Team Tip (Assessment Item 2):</b> Teams that develop a team charter (or contract) have greater cohesiveness and tend to complete on time.

#### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Electrical Hazards	OHS BoK 23.1 Electricity OHS BoK 23.2 Electricity appendix	<b>Quiz Tip:</b> Complete quiz questions on electrical hazards (and save). <b>Team Tip (Assessment Item 2):</b> If issues arise that disrupt your involvement in the team, let someone in your team know to avoid uncertainty and angst.

#### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Chemical Hazards I - Reactivity	OHS BoK 17 Chemical hazards	<b>Quiz Tip:</b> Start quiz questions on chemical hazards (and save). <b>Team Tip (Assessment Item 2):</b> Meet regularly to ensure everyone knows what needs to be done for the Team Report. <b>Assessment Item 1 Alert:</b> Due next week.

**Week 9 - 06 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Chemical Hazards II - Toxicity & More	OHS BoK 17.4 Process hazards OHS BoK 26 Thermal environment	<p><b>Quiz Tip:</b> Complete quiz questions on chemical hazards (and save).</p> <p><b>Team Tip (Assessment Item 2):</b> Share the work you have done at the team meeting to ensure you are on the right track, and consider suggestions offered by your teammates.</p> <p><b>Case Study Analyses</b> Due: Week 9 Friday (10 May 2024) 11:59 pm AEST</p>

**Week 10 - 13 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Biological Hazards	OHS BoK 18 Biological hazards	<p><b>Quiz Tip:</b> Complete quiz questions on biological hazards (and save).</p> <p><b>Team Tip:</b> Happy teams have members who are active participants, take responsibility for their own references, raise issues in a timely manner, and offer to help others in need.</p> <p><b>Assessment Item 2 Tip:</b> Final checks. Ensure the report reads as a cohesive whole. Remove any repetition and re-phrase where necessary.</p> <p><b>Assessment Item 2 Alert:</b> Due next week.</p>

**Week 11 - 20 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
Psychosocial Hazards	OHS BoK 8.1 The human - basic psychological principles OHS BoK 19 Psychosocial hazards and occupational stress OHS BoK 21 Bullying and violence OHS BoK 34.4 Design of work	<p><b>Quiz Tip:</b> Complete quiz questions on psychosocial hazards (and save).</p> <p><b>Team Tip:</b> Avoid team plagiarism - check the Turnitin score (click the pencil, then upload and 'save'). Results may take about 20 minutes. Submit when everyone has fixed their similarity issues.</p> <p><b>Team (&amp; Individual) Report</b> Due: Week 11 Friday (24 May 2024) 11:59 pm AEST</p>

**Week 12 - 27 May 2024**

Module/Topic	Chapter	Events and Submissions/Topic
The Big Picture		<p><b>Quiz 2</b> closes Friday.</p> <p><b>Quiz Tip:</b> Before submitting Quiz 2, check that you have completed all questions (then submit).</p> <p><b>Online Quizzes</b> Due: Week 12 Friday (31 May 2024) 11:59 pm AEST</p>

**Review/Exam Week - 03 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 10 Jun 2024**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Note, this unit contains **teamwork**. The ability to work effectively in teams is highly regarded in industry. It is therefore a graduate attribute for all undergraduate degrees at CQUniversity, Australia. Additionally, teamwork is an accreditation requirement for the successful attainment of the Bachelor of Occupational Health and Safety (BOHS), as per the Australian OHS Education Accreditation Board for which the BOHS is accredited.

### **Some tips for effective REMOTE teamwork:**

- Form teams early,
- Provide contact details (and emergency contact details (i.e. a means for contacting you, knowing you will see the message immediately),
- If you drop the unit, let your team know,
- If you are away for a certain period (e.g. work remotely) and difficult to contact at this time, let your team know (there is nothing worse than a silent team member),
- Arrange to meet regularly, even if it's just to check-in,
- Be open to new ideas, know that conflict encourages creativity,
- Be collaborative, cooperative, responsible, and respectful,
- Know that everyone has other commitments. You are not the only one, and
- Honour individuals and the group. Play safe and have fun.

## Assessment Tasks

### 1 Case Study Analyses

#### **Assessment Type**

Case Study

#### **Task Description**

The purpose of this assignment is to demonstrate that you can apply scientific principles and a systems thinking lens to explain the process that resulted in damage or harm. You will be presented a list of case studies on Moodle.

**You are required to select and analyse three (3) case studies from the list provided within Moodle. Your three selected case studies must each feature a different type of damaging energy.**

Using the energy-damage model, each analysis must address the following:

- Case Study: Identify the selected case study
- Preconditions: Applying a systems thinking lens, identify preconditions that make the event mechanisms possible
- HCFM: Identify and describe the Hazard Control Failure Mechanism (HCFM) that led to the event
- Damaging Energy: Identify the form of energy immediately before control of its damaging properties was lost
- Event: Describe the point in time in which control was lost
- STM: Identify the space transfer mechanism (STM)
- Energy Transfer: Describe the energy transference that led to damage
- Consequences: Identify the assets damaged (recipients)
- Damage threshold: Identify the damage threshold of the recipients
- References: CQUni Harvard Referencing Style Guide (located in the Unit Profile)

Students are more likely to be successful with submissions of 300-400 words per case study AND use the nine headings above. Table format is recommended (see provided template on Moodle).

#### **Assessment Due Date**

Week 9 Friday (10 May 2024) 11:59 pm AEST

Three case studies are to be submitted in one document. Please provide a cover page.

#### **Return Date to Students**

Week 11 Friday (24 May 2024)

Grades will be returned within 2 weeks of the due date.

#### **Weighting**

30%



## Assessment Criteria

Your submission will be assessed against the following criteria:

### Each case study analysis (10 marks, for a total of 30 marks)

Depth of analysis, conciseness, and level of accuracy for the following:

- Case (1 mark)
- Preconditions (1 mark)
- Hazard Control Failure Mechanism (1 mark)
- Damaging Energy (1 mark)
- Damage Event (1 mark)
- Space Transfer Mechanism (1 mark)
- Energy transference process (1 mark)
- Consequences (damaged assets) (1 mark)
- Recipient damage threshold (1 mark)
- References - reputability and style accuracy (1 mark)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submissions must be in DOC, DOCX or PDF format only.

## Graduate Attributes

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

## Learning Outcomes Assessed

- Describe the scientific nature of hazards
- Explain the principles of energy conversion as it applies to health and safety risk
- Apply scientific principles to explain fatality, injury, illness and harm
- Utilise scientific research to improve health and safety outcomes

## 2 Team (& Individual) Report

### Assessment Type

Written Assessment

### Task Description

The purpose of this assignment is to demonstrate application of scientific principles and systems thinking to a safety science problem. This is a team assignment (4 members) with an individual component. You can self-select into your own teams by Wednesday of Week 4. After this time, if you are not in a team, you will be assigned to one by the following Friday.

There are two parts to this Team Report:

#### Part 1: Team Component

On Moodle, you will be provided a case for which you will analyse and present recommendations in the form of a concise report to the company. In your response, you should include:

1. Introduction (problem and background on prevalence of similar accidents), and the aim of your study
2. Methods (the approach taken and materials used to investigate the problem to meet the study aim)
3. Findings of your analysis of the major hazard (as per the case study), including details of:
  - The conditions under which the major hazard can occur,
  - The chemical, physical, and/or biological properties of the major hazard/ damaging energy,
  - The potential for secondary events (e.g. fires, explosions, other impacts) following energy release, and
  - Existing risk control measures or practices and their potential effectiveness (support with evidence, i.e. reputable literature).
4. Discussion offers potential interventions and their merits (**Individual interventions**)
5. Recommendations for implementing your team's chosen intervention strategy/strategies

## 6. Appendix: Corrective Actions Plan (descriptions, dates, signoffs)

Report word range: 2800 - 3200 words

Submit in conventional reporting format.

- Cover page for university purposes (Assessment item no, student names & numbers, Unit Title, Lecturer/Unit Coordinator name, due date, extension date (if applicable))
- Title Page of the Report
- Executive Summary
- Table of Contents
- Introduction
- Methods
- Findings
- Discussion (**individual contributions, please label**)
- Conclusion
- Recommendation
- References (CQUni Harvard Style)
- Appendix

### Part 2: Individual component

In 250-300 words, each team member is to contribute to the discussion by offering one plausible intervention (risk control measure, or opportunity) intended to improve health and safety outcomes related to the case under investigation. You are to voice your considered opinion as to the suitability (including purpose, level of risk control or strength of the opportunity) and practicality (trade-offs, cost-benefit, etc.) of your chosen intervention. Your opinion is to be based on evidence (i.e. peer reviewed journal articles, and reputable grey literature). Include citations and full references in the report reference list.

This section requires coordination. Each student contribution in the discussion should be unique (different to other students), so that several options can be considered by the team for recommendations. It may be that more than one intervention is adopted and therefore included in the recommendations and corrective actions plan.

The Team Report Discussion section relates to Point 3 in the Task Description and aligns with Learning Outcomes (LO) 4 and 5

- LO 4: *Utilise scientific research to improve health and safety outcomes*
- LO 5: *Analyse the utility and practicality of risk controls in a structured and scientific manner*

NOTE: Present the individual components in the Discussion Section. Provide a subheading related to the intervention and the student's name (your name) as an identifier.

### Assessment Due Date

Week 11 Friday (24 May 2024) 11:59 pm AEST

Submit the Team Report (as a team) in DOC, DOCX, or PDF formats.

### Return Date to Students

Review/Exam Week Friday (7 June 2024)

Marks and feedback will be available to students two weeks after the due date.

### Weighting

30%

### Assessment Criteria

#### **Total weighting 30%**

- Team report (70 marks),
- Individual contribution (discussion item) (30 marks)

Your submission will be assessed against the following criteria:

Introduction & Conclusion (10 marks)

- Introduction - Problem & background and aim of your investigation
- Conclusion (position after the discussion) - Significance of the problem and lead into recommendations

Methods (10 marks)

- Outline the process/approach of the investigation (e.g. stepwise, systems thinking...)
- List the methods followed (e.g. literature search, tools, models...)
- List the materials used (e.g. documents, equipment, etc.)

Findings (as per the analysis of the [major hazard] and [relevance] to industry (20 marks)

- The conditions under which the [major hazard] occurred
- The potential for secondary events (e.g., fires, explosions, other)
- The chemical, physical and/or biological properties of the [major hazard/damaging energy]
- Interpretation of what you learned

Discussion [**Individual contributions**] (What more can be done?) (30 marks)

- Subheading - intervention & student name (5 words or less)
- Merits of various interventions
- Consideration of hierarchies of control, opportunity, practicality, and cost-benefit
- Depth of discussion and your opinion based on reputable and credible evidence
- Technicalities: written expression, grammar, spelling, reputable citations (CQUni Harvard Style)

Conclusion

Recommendations & Corrective Actions Plan (20 marks)

Recommendations

- Clearly delineated and direct
- Makes logical connections between evidence, opinion, and recommendations
- Use of Hierarchy of Control to frame interventions
- Suitable risk control plan (or corrective action plan) for the intervention(s) recommended

Appendix: Corrective Actions Plan

- As per recommendations
- Short, medium, and longer-term actions
- Signoffs spaces and dates

Technicalities [Team] (10 marks)

- Written expression is concise and easy to read
- Format, grammar, and spelling support readability
- References are consistent with CQUni Harvard Style (as per located in the unit profile)
- Contains at least 10 reputable references, 4 of which are peer-reviewed journal articles

### Referencing Style

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

### Submission

Online Group

### Submission Instructions

The Team Report must be submitted by one member of the team in DOC, DOCX or PDF.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Social Innovation

### Learning Outcomes Assessed

- Apply scientific principles to explain fatality, injury, illness and harm
- Utilise scientific research to improve health and safety outcomes
- Analyse the utility and practicality of risk controls in a structured and scientific manner.

## 3 Online Quizzes

### Assessment Type

Online Quiz(zes)

**Task Description**

You are required to complete 2 online quizzes, each assessing your understanding of the learning material. The quizzes do not have a time limit. This allows you time to conduct the necessary research needed to complete the quiz. You can save the quiz and return to it, as many times as you like before the quiz closes. If you have not submitted your quiz, the quiz will submit automatically on the due date. Results are available after the quiz has closed. While there is a lot of flexibility for when you complete quiz questions, it is recommended that you complete the quizzes as the related topic is covered each week, or soon after.

The following details apply to each quiz.

- Quiz 1 (10%) covers the material from weeks 1 to 3. It opens Monday of Week 2 and closes Friday of Week 5.
- Quiz 2 (30%) covers the material from weeks 4 to 11. It opens Monday of Week 4 and closes Friday of Week 12.

Both quizzes will automatically submit your work when it is due. So, ensure you save your work regularly and keep an eye on due dates. If you have technical difficulties, please contact your lecturer (or Unit Coordinator) as soon as possible. In light of the flexibility afforded to you, extensions may not be granted.

**Number of Quizzes**

2

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 12 Friday (31 May 2024) 11:59 pm AEST

Quiz 1 will close Friday of Week 5 at 11:59 PM. Quiz 2 will close Friday of Week 12 at 11:59 PM.

**Return Date to Students**

Exam Week Friday (14 June 2024)

Fill-in-the-blank questions will be graded after the quiz has been submitted. Grades are released when all questions have been graded.

**Weighting**

40%

**Assessment Criteria**

Quiz 1 is worth 10% of your overall grade for this unit. Quiz 2 is worth 30% of your overall grade for this unit. Marks will be awarded for correct answers.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Both quizzes will automatically submit responses when the quiz closes.

**Graduate Attributes**

- Problem Solving
- Critical Thinking
- Information Technology Competence

**Learning Outcomes Assessed**

- Describe the scientific nature of hazards
- Explain the principles of energy conversion as it applies to health and safety risk
- Analyse the utility and practicality of risk controls in a structured and scientific manner.

## 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