OCHS13017 *Resilient Organisations*
Term 2 - 2024

Profile information current as at 03/07/2025 03:02 pm

All details in this unit profile for OCHS13017 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

In this unit you will consider some of the latest theories in the Safety Sciences, particularly in relation to the concept of resilience in organisations and broader organisational culture issues. The factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership in complex socio-technical systems will be considered. You will critically reflect on and evaluate theories such as resilience engineering, high reliability organisations, safety culture and safety climate, and discuss the usefulness of these theories to practice. You will also have the opportunity to evaluate the usefulness of the tools and methods available to measure and monitor factors that affect resilience and other safety science concepts within organisations.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *8*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Co-requisite:- AINV11002
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 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. **Critical Review**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Literature Review or Systematic Review**
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 Unit Coordinator Reflection

Feedback

There is a need to emphasise the importance of including references to support claims (which could otherwise indicate use of artificial intelligent language applications) as well as the existence of self plagiarism, even at the third-year level to circumvent further misunderstandings.

Recommendation

Before each assessment submission, remind students of their academic integrity responsibilities, and provide some tips for avoiding plagiarism, including self-plagiarism.

Feedback from Unit Coordinator Reflection

Feedback

Students enjoy the critical thinking tasks associated with this unit.

Recommendation

Retain the critical thinking assessment tasks.

Unit Learning Outcomes

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

1. Explore the characteristics of resilience in organisations.
2. Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
3. Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
4. Discern those factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership.
5. Compare controversial terms related to safety and culture and the ongoing debate underlying these precepts and relationships.
6. Evaluate the usefulness of the tools and methods available to measure and monitor contemporary safety science concepts such as organisational resilience potentials and safety culture/safety climate.

The course is accredited by the Australian OHS Education Board. This unit relates to the OHS body of knowledge chapters on the organisation.

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	6
1 - Critical Review - 20%	•	•	•		•	
2 - Written Assessment - 40%		•	•	•		•
3 - Literature Review or Systematic Review - 40%	•	•	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

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						

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: <u>Harvard (author-date)</u>
For further information, see the Assessment Tasks.

Teaching Contacts

Karen Klockner Unit Coordinator
<u>k.klockner@cqu.edu.au</u>

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
An Introduction to Critical Reading and Writing The 5th Age of Safety - The 3rd Era - Resilience	Prescribed Reading Chapter 1 Other readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Safety I and Safety II	Prescribed Reading Chapter 2 & 3 Other readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Safety II in Practice - The Resilience Potentials	Prescribed Reading Chapter 4 Other readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Measuring Resilience Potentials The Resilience Assessment Grid	Prescribed Reading Chapter 5 Other readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

		Weekly Zoom Lecture
Resilience Assessment Grid - Results and Meaning	Prescribed Reading Chapter 6 Other readings as supplied via the Moodle site	**Safety I & Safety II Theory** Due: Week 5 Friday (9 Aug 2024) 11:45 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
High Reliability Organisations (HROs) Historical Theory Underpinnings	Readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
High Reliability Organisations (HROs) Current Theory	Readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Fifth Age of Safety - The Adaptive Age and Adaptive Leadership for Complexity Organisational Strategy and Leadership	Prescribed Reading Chapter 7 Other readings as supplied via the Moodle site	Weekly Zoom Lecture **Measuring Organisational Resilience Maturity** Due: Week 8 Friday (6 Sept 2024) 11:45 pm AEST

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Professional Resilience Business Continuity - Resilience in Practice	Prescribed Reading Chapter 8 Other readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Safety Culture and Safety Climate Measuring Safety Culture and Safety Climate	Readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Healthy Organisations	Readings as supplied via the Moodle site	Weekly Zoom Lecture

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Organisational Resilience Wrap Up and Summary		Weekly Zoom Lecture **Leading Organisational Resilience Maturity Enhancement** Due: Week 12 Friday (4 Oct 2024) 11:45 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

The prescribed reading for this unit is 'Safety-II in Practice: Developing the Resilience Potentials' by Erik Hollnagel (2018).
Students are supplied this reading as an eBook via the e-Reading list on the Moodle site.

Assessment Tasks

1 Safety I & Safety II Theory

Assessment Type
Critical Review

Task Description
This assessment item requires you to critically reflect on your readings and understanding from the first 4 weeks of the unit including the notions of Safety I & Safety II, Safety II in Practice and the notion of the four Resilience Potentials which informs current organisational practices around safety and resilience. The context for this assignment is that: -

A senior manager in your company (either real or made up) went to a management conference where several speakers discussed the notion that safety professionals now work in the Resilience Age of Safety. The manager would like a brief report on Safety I & Safety II and the 4 Potentials of Resilience which are believed to enhance organisational resilience practices and organisational resilience maturity.

The senior manager is not sold on these theories, so as the safety professional, you have been asked to provide a brief report which provides your opinion and viewpoint on the theories, supported by at least 10 quality references, in order to explain and develop your viewpoint.

Your review should be 1000 (+ or - 10%) words and submitted as a word document, not a PDF.

Assessment Due Date
Week 5 Friday (9 Aug 2024) 11:45 pm AEST

Return Date to Students
Week 7 Friday (30 Aug 2024)

Weighting
20%

Assessment Criteria
The marking criteria are below:

- Conveys reflection and understanding of Safety I & Safety II and the 4 Resilience Potentials (10%)
- Delivers viewpoints and/or opinions based on the critical reading of Safety I & Safety II and the Resilience Engineering theory material presented in the first 4 weeks of the unit (10%)

A detailed marking matrix will be provided in Moodle.

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Explore the characteristics of resilience in organisations.
- Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
- Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.

- Compare controversial terms related to safety and culture and the ongoing debate underlying these precepts and relationships.

2 Measuring Organisational Resilience Maturity

Assessment Type
Written Assessment

Task Description
This assessment enables you to gain experience in reviewing and assessing the 4 Potentials of Resilience survey tool which is used to measure organisational resilience maturity. You will examine the 4 Potentials of Resilience Survey (RE Theory) for your assignment.

You will then analyse and review the appropriateness of the survey's application in real-world practice.
You are required to prepare a paper which shows your: -

(a) Understanding of the purpose of the survey and its relevance to measuring organisational resilience maturity based on the Resilience Engineering theory which supports it;
(b) Understanding of when and how the survey would be used in a real-world application;
(c) Understanding of how the results obtained by the use of the survey would inform an organisational resilience maturity enhancement action plan;
(d) Ability to make recommendations on the use of the survey by discussing your own critical thinking on the usefulness (benefits and limitations) of the survey from a safety professional viewpoint, based on what you have discovered in your reading this term.

Your review of the literature should support your writing and include a minimum of 10 peer-reviewed journal articles.
Word limit 1,500 words (+ or - 10%).
NB: You are NOT required to administer the survey within an organisation, this is purely a theoretical exercise.

Assessment Due Date
Week 8 Friday (6 Sept 2024) 11:45 pm AEST

Return Date to Students
Week 10 Monday (16 Sept 2024)

Weighting
40%

Assessment Criteria
The marking criteria are below:

(a) Understanding of the purpose of the survey and its relevance to measuring organisational resilience maturity based on the Resilience Engineering theory which supports it (10%);
(b) Understanding of when and how the survey would be used in a real-world application (10%);
(c) Understanding of how the results obtained by the use of the survey would inform an organisational resilience maturity enhancement action plan (10%);
(d) Ability to make recommendations on the use of the survey by discussing your own critical thinking on the usefulness (benefits and limitations) of the survey from a safety professional viewpoint, based on what you have discovered in your reading this term (10%).
A detailed assessment rubric will be provided in Moodle.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
- Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
- Discern those factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership.
- Evaluate the usefulness of the tools and methods available to measure and monitor contemporary safety science concepts such as organisational resilience potentials and safety culture/safety climate.

3 Leading Organisational Resilience Maturity Enhancement

Assessment Type
Literature Review or Systematic Review

Task Description
Continuing with and building on your knowledge of measuring the 4 Potentials for Resilience, you are now required to write a report in which you use your critical reflection of the theories covered in this unit to understand how resilience might be enhanced in real-world practice.

You are therefore required to write a report which examines strategic leadership for managing organisational resilience maturity by: -

1. Discussing your understanding of how leaders in organisations can enhance the 4 Resilience Potentials (Respond, Monitor, Learn and Anticipate), as proposed by the Safety II in Practice concepts;
2. Making recommendations in your report on how organisations can enhance resilience based on your critical review of the theory from an evidence-based, theory into practice view.

You are required to undertake self-directed research by reviewing the latest literature on the topic and demonstrate correct CQUniversity Harvard style referencing. Your literature review should include a minimum of 10 peer-reviewed journal articles and should be 1,500 words (+ or - 10%).

Assessment Due Date
Week 12 Friday (4 Oct 2024) 11:45 pm AEST

Return Date to Students
Review/Exam Week Friday (11 Oct 2024)

Weighting
40%

Assessment Criteria
The marking criteria for the formal report are below:
1. Discussing your understanding of how leaders in organisations can enhance the 4 Resilience Potentials (Respond, Monitor, Learn and Anticipate), as proposed by the Safety II in Practice readings (18%);
2. Making recommendations in your report on how organisations can enhance resilience based on your critical review of the theory from an evidence-based, theory into practice view (18%).
Uses correct Harvard style referencing and demonstration of advanced academic report writing (4%).

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Explore the characteristics of resilience in organisations.
- Develop an ability to critically read and write on contemporary safety science theories from an evidence-informed advancing safety professional perspective.
- Evaluate the theories that underpin resilience in organisations such as resilience engineering, safety culture and high reliability organisations and discuss the usefulness of these theories to practice.
- Discern those factors which influence the quality and validity of decision making within organisations, such as, values, mindfulness, culture, adaptive systems, participation and leadership.
- Compare controversial terms related to safety and culture and the ongoing debate underlying these precepts and relationships.

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