OCHS13020 *Future Paradigms in OHS A*
Term 1 - 2024

Profile information current as at 19/05/2024 01:17 am

All details in this unit profile for OCHS13020 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 is the Part A of a two-unit series which will provide you the opportunity to consolidate and apply practically all of the knowledge, skills and attitudes developed during your learning journey in the OHS course, especially in relation to human factors, occupational hygiene and risk management. There is a specific emphasis on developing higher order skills and understanding which are representative of the holistic application of core skills that occurs when a professional understands the interaction between core disciplinary domains in solving complex problems. In addition, you will explore professional practice through the lens of futures methods and thinking, applied research methodology and project management. During this unit (Part A) you will also negotiate with an industry sponsor to complete project work during OCHS13021 Future Paradigms in OHS B (Part B) and will prepare appropriate documentation in readiness for approval.

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *2*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Pre-requisite:- 48 credit point, including OCHS12002 Occupational Health and Safety Practice Co-requisite:- OCHS13016 and either OCHS12019 or OCHS13008.
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

- Mixed Mode

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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:
Click here to see your Residential School Timetable.

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. **Written Assessment**
Weighting: 25%
2. **Portfolio**
Weighting: 25%
3. **Portfolio**
Weighting: 25%
4. **Portfolio**
Weighting: 25%

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 feedback

Feedback

Please ensure all occupational hygiene instruments are operational prior to the residential school and allow more preparation time for this component.

Recommendation

It is recommended that extra time be taken to ensure that occupational hygiene equipment is operational and that students have more preparation time with this equipment.

Feedback from SUTE feedback

Feedback

It took a long time to get the group occupational hygiene assessment marks back from the marker.

Recommendation

It is recommended that the group occupational hygiene report marks are returned to students in a timelier manner.

Feedback from SUTE feedback

Feedback

There were issues with my team members and team changes at residential school which resulted in my team only have two members for the onsite visits which was unfair.

Recommendation

It is recommended that teams be allocated at residential school when any absences can be accounted for. It is recommended to try to ensure that team member numbers are even across the teams.

Feedback from SUTE feedback

Feedback

The expectations of the residential school could have been clearer and some of the documentation should be given out prior to the residential school.

Recommendation

It is recommended that the residential school requirements are made clearer to the students and that any required documentation is handed out before the residential school where possible.

Unit Learning Outcomes

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

1. Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
2. Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
3. Evaluate the usefulness of futures methods to OHS related domains
4. Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
5. Lead professional OHS practice through effective project management and facilitation of teams.

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 - Written Assessment - 25%			•	•	
2 - Portfolio - 25%	•	•		•	•
3 - Portfolio - 25%	•	•		•	•
4 - Portfolio - 25%	•	•		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	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 - 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 - Written Assessment - 25%	•		•	•				•		
2 - Portfolio - 25%	•	•	•		•	•	•		•	
3 - Portfolio - 25%	•	•	•		•	•	•		•	
4 - Portfolio - 25%	•	•	•		•	•	•		•	

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)
- Sonia

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

Schedule

Week 1 - 04 Mar 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Introduction to Future Paradigms in OHS A	OHS BoK 37.1 - Introduction to Practice as a Concept	Zoom Tutorial - Industry Placement Planning & Sonia

Week 2 - 11 Mar 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Residential School Prep: Human Factors Refresher	OHS BoK 34.2 User-Centered Safe Design Approach to Control	Zoom Tutorial - Human Factors Refresher

Week 3 - 18 Mar 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Residential School Prep: Risk Management Refresher	OHS BoK 34.1 Control: Prevention and Intervention AS/NZS ISO 45001:2018	Zoom Tutorial - Risk Management Refresher

Week 4 - 25 Mar 2024

Module/Topic	**Chapter**	**Events and Submissions/Topic**
Residential School Prep: Occupational Hygiene Refresher	Australian Standards • AS 2985-2009 • AS 16801:1990 • AS 1680 2.4 • AS/NZS 1269 1:2005	Zoom Tutorial - Occupational Hygiene Refresher

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Industry Placement Planning Leadership		Aim to finalise the first form in Sonia. Secure a suitable workplace and host before residential school. Zoom Tutorial - Leadership

Residential School - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Residential School Rockhampton Campus - ROK-83/1.05 Starts Monday 8 April 2024 at 1.00pm Finishes Friday 12 April 2024 at 12.00pm		Residential School and Site Visits **Leadership reflections** Due: 12 April 2024.

Week 6 (delayed break week) - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Complete the Human Factors Report, due next week.

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Industry Placement Planning		Zoom Tutorial - The Proposal & Sonia

Human Factors Report Due: Week 7 Monday (22 Apr 2024) 9:00 am AEST |

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Industry Placement Planning	OHS BoK 37.2 A Problem-Solving Model of OHS Practice	Zoom Tutorial - Building a Case & Defining the Problem Complete the Risk Management Report, due next week.

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Industry Placement Planning	OHS BoK 39.1 The OHS Professional as Critical Consumer of Research	Zoom Tutorial - Methodology Design

Risk Management Report Due: Week 9 Tuesday (7 May 2024) 9:00 am AEST |

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study - Industry Project Proposal work	OHS BoK 38.3 Ethics and Professional Practice	Zoom Tutorial - Ethics Complete the Occupational Hygiene Report, due next week.

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study - Industry Project Proposal work		Zoom Tutorial: Open Q&A

Occupational Hygiene Report Due: Week 11 Monday (20 May 2024) 9:00 am AEST |

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Independent Study - Final Industry Place and Project Proposal assessment submission		Zoom Tutorial: Open Q&A **Project Placement Proposal** Due: Week 12 Friday (31 May 2024) 11:59 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This information will be available on Monday 19 February 2024
This unit has a compulsory face-to-face residential school at the Rockhampton Campus which starts on Monday 8th April 2024 at 1:00pm and concludes on the Friday 12th April at 12:00pm (Break Week). You will need to plan your travel and accommodation for mandatory attendance.
We will follow any Queensland health directives in response to COVID-19 in place at the time. Information is provided on the Unit Moodle site, and you will be updated as necessary.
You are responsible for bringing your own personal protective equipment (PPE):

- A cotton long sleeved collared shirt that has high-visibility stripes (or specified shirt and high-vis vest)
- Long cotton pants (jeans are fine).
- Steel-capped safety (ankle) boots
- Safety glasses (clear)
- Regular face mask (precaution)

To be advised:

- Hard Hat

Other:

- A laptop, thumb drive, camera/phone, pen, and paper.

Assessment Tasks

1 Project Placement Proposal

Assessment Type
Written Assessment

Task Description
This assessment provides the opportunity to scope and develop a project to 1) solve a problem or 2) find an opportunity to enhance work health and safety practice. This assignment forms part of the preparation for your next unit OCHS13021 Future Paradigms in OHS B where you will undertake a minimum of 120 hours of industry placement.
You are required to submit an industry placement project proposal with evidence of full approval to undertake your project in the University Work Integrated Learning (WIL) system, Sonia.
The project proposal is to document your project plan as negotiated with your industry sponsor (client). The project proposal must clearly document the problem or opportunity to be addressed, the aim of your project, objectives, timing, methodological approach, and anticipated outcomes for both the student (in terms of learning) and the industry sponsor (in terms of benefits, including return on investment). A project proposal template is available on Moodle.
Preparations include:

- Consider project topics that you are interested in and those that would extend your learning.
- Secure an industry sponsor (client) as per 'suitable host criteria' available on Moodle.
- With your industry sponsor, negotiate the details of your project. Decide on the problem to be solved, or

opportunity gained, and the scope, methodology, and logistics of the project. The purpose of this industry placement is to extend your learning while meeting an industry need.

- Complete the Work Integration Learning (WIL) Student Placement Agreement Form in Sonia. A link to Sonia is available on Moodle.
- Keep the Unit Coordinator/Lecturer informed of the progress of your negotiations.
- Complete the first Form in Sonia (secure a suitable host)

The project proposal document requirements:
Document the completed negotiations as a project proposal suitable for submission to your industry sponsor (client) for approval. Your project proposal must include the following:

- The problem/opportunity to be addressed (supported with references)
- Scope (limits to your project)
- Methods (Problem-solving or opportunity approach)
- Project Management Schedule, table format, or Gantt Chart or similar (Provide a Screenshot)
- Logistical considerations (e.g. tickets, licenses, immunisations, security pass, access...)
- Anticipated benefits
- Reference list supports claims and contains peer-reviewed articles
- Appendix
    - Evidence that the second Form in Sonia is complete (Screenshot)

- Formatting
    - Professional formatting
    - Professional written expression
    - Sources and referencing

Further information will be provided throughout the term via Moodle, class discussions, and during tutorials.

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

Return Date to Students
Exam Week Friday (14 June 2024)
Grades will be awarded within the 2-week turn around.

Weighting
25%

Minimum mark or grade
50%

Assessment Criteria
Placement Project Proposal (25%)
The proposal will be assessed according to the extent to which the following criteria are met:

- Introduction
- Problem/opportunity, aims and objectives of the project are explained
- Scope of the project is outlined and realistic
- Methodology is fully detailed (enables repeatability), is justified and demonstrates critical thinking
- Project Management Schedule demonstrates an understanding of task planning, order of steps and milestones.
- Logistics demonstrate consideration and ways in which logistical matters will be managed
- Anticipated benefits are provided for both the student and sponsor with consideration of return on investment
- Project Proposal is signed by the student and industry sponsor signifying agreement
- Evidence that the Work Integrated Learning (WIL) Placement Agreement form in Sonia is complete (Screenshot)
- Formatting is professional (structure, written expression, grammar, page numbers, section headings...)
- The reference list is consistent with the CQUni Harvard Referencing style, and contains relevant, scholarly and authoritative sources

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Evaluate the usefulness of futures methods to OHS related domains
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

2 Human Factors Report

Assessment Type
Portfolio

Task Description
Residential School Activities
During the residential school you will be working in teams to complete several activities on industrial worksites that contribute to your residential school portfolio. A team report and personal reflection is to be submitted for each of the subject areas: Human Factors, Risk Management, and Occupational Hygiene. For each activity, as an individual, you must also critically reflect on the professions needs and your leadership and team performance. The word range for each team report is 1500 - 2000 words, and 250 words for the reflections as detailed on the form provided at residential school. Note that each site visit reflections should 1) relate to the discipline area of the associated residential school activity, i.e., Human Factors, Occupational Hygiene or Risk Management, and 2) reflect on a different aspect of your leadership of professional OHS practice, effective project management and/or facilitation of teams. Together the three team reports and three individual reflections form your Residential School Portfolio.
Assessment Item 2 (25% of overall grade)

- Team Human Factors Report (100 marks, 20%)
- Individual Leadership/Team Reflection (20 marks, 5%)

Human Factors Activities
During residential school, as a team member, you will conduct a work-based review using a variety of human factors analytical tools, including the use of an advanced cognitive task analysis tool, to achieve a holistic approach (that is, considers cognitive, physical, organisational, and environmental factors). Your review is to inform the following research question: *How can the design of work be improved by considering human factors and ergonomics?*
While on site you will have limited time to conduct your review and hence you must work as a team to gather the necessary data required in a professional manner. During residential school you will be guided by a Certified Professional Ergonomist. Support resources and information about the tasks are available on Moodle.

Team Human Factors Report (100 marks, 20%)
For submission, your team is to produce a Human Factors Report. The report is to include the context, the aim of the review, a list of methods and materials used, results found and recommendations to enhance the design of work. Any supporting photographs, tables and figures should be included in the body of the report; while worksheets and data analysis tables, and the like should be appended.
For university purposes, please add the following front matter to your report:

- Cover page (Details of the assignment [e.g. Assessment Item 2: Human Factors Report], Unit code, team identification, student names, due date...)
- Brief letter of transmittal (Directed to the host in appreciation for this learning opportunity)

Conventional Report Format

- Title Page (Organisation and Task Specific)
- Executive Summary
- Table of Contents
- Introduction
- Methods
- Results
- Discussion and Conclusions
- Recommendations
- References
- Appendices

Individual Leadership/Team Reflection (20 marks, 5%)
At residential school you will be afforded an opportunity to write and submit your own reflections on professional

practice, industry relevance, leadership and teamwork for the Human Factors team activities using the form provided at res school.

Assessment Due Date
Week 7 Monday (22 Apr 2024) 9:00 am AEST

Return Date to Students
Week 9 Monday (6 May 2024)
Grades will be awarded within the 2-week turn around.

Weighting
25%

Assessment Criteria
Team Report (100 marks)
The report will be assessed according to the following criteria:

- Introduction, background, methods (10 marks)
- Results and appendices (40 marks)
- Discussion and conclusion (20 marks)
- Recommendations (20 marks)
- Front matter, written expression, formatting, and referencing (10 marks)

The report must address the four domains of ergonomics (physical, cognitive, organisational, and environmental)

Individual Professional/Leadership/Teamwork Reflections (20 marks)
Depth of critical reflection based on worksite learning opportunities (5 marks each):

- How site activities advance your OHS Professionalism
- Industry relevance of activities now and in the future
- Leadership performance and opportunities into the future
- Your teamwork performance now and into the future

Referencing Style

- Harvard (author-date)

Submission
Online Group

Submission Instructions
Submit one report on behalf of the team in Word format (Not pdf). The reflections will be completed at residential school.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

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

3 Risk Management Report

Assessment Type
Portfolio

Task Description
Residential School Activities

During the residential school you will be working in teams to complete several activities on industrial worksites that contribute to your residential school portfolio. A team report and personal reflection is to be submitted for each of the subject areas: Human Factors, Risk Management, and Occupational Hygiene. For each activity, as an individual, you must also critically reflect on the professions needs and your leadership and team performance. The word range for each team report is 1500 - 2000 words, and 250 words for the reflections as detailed on the form provided at residential school. Note that each site visit reflections should 1) relate to the discipline area of the associated residential school activity, i.e., Human Factors, Occupational Hygiene or Risk Management, and 2) reflect on a different aspect of your leadership of professional OHS practice, effective project management and/or facilitation of teams. Together the three team reports and three individual reflections form your Residential School Portfolio.

Assessment Item 2 (25% of overall grade)

- Team Risk Management Report (100 marks, 20%)
- Individual Leadership/Team Reflection (20 marks, 5%)

Risk Management Activity
During residential school, as a team member, you will undertake risk management activities including the use of an advanced risk assessment tool. While on site you have limited time and hence must work as a team to gather the necessary data required in a professional manner. During residential school you will be guided by a safety professional. Support resources and information about the tasks are available on Moodle.

Team Risk Management Report (100 marks, 20%)
For submission, your team is to produce a technical report. Photographs, tables and figures should be included in the body of the report; while the worksheet is to be appended.
For university purposes, please add the following front matter to your report:

- Cover page (Details of the assignment, Unit code, team identification, student names, due date...)
- Brief letter of transmittal (Directed to the host in appreciation for this learning opportunity)

Conventional Format of Risk Management Reports

- Title Page (Organisation and Task Specific)
- Executive Summary
- Table of Contents
- Introduction
- Methods
- Results
- Discussion and Conclusions
- Recommendations
- References
- Appendices

Individual Leadership/Team Reflection (20 marks, 5%)
At residential school you will be afforded an opportunity to write and submit your own reflections on professional practice, industry relevance, leadership and teamwork for the risk management activities using the form provided at res school.

Assessment Due Date
Week 9 Tuesday (7 May 2024) 9:00 am AEST

Return Date to Students
Week 11 Tuesday (21 May 2024)
Grades will be awarded within the 2-week turn around.

Weighting
25%

Assessment Criteria
Team Report (100 marks)
The report will be assessed according to the following criteria:

- Introduction, background, methods (10 marks)
- Results and appendices (40 marks)
- Discussion and conclusion (20 marks)
- Recommendations (20 marks)
- Front matter, written expression, formatting, and referencing (10 marks)

Individual Professional/Leadership/Teamwork Reflections (20 marks)
Depth of critical reflection based on worksite learning opportunities (5 marks each):

- How site activities advance your OHS Professionalism
- Industry relevance of activities now and in the future
- Leadership performance and opportunities into the future
- Your teamwork performance now and into the future

Referencing Style

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

Submission
Online Group

Submission Instructions
Submit one report on behalf of the team in Word format (Not pdf). The reflections will be completed at residential school.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue
- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

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

4 Occupational Hygiene Report

Assessment Type
Portfolio

Task Description
Residential School Activities
During the residential school you will be working in teams to complete several activities on industrial worksites that contribute to your residential school portfolio. A team report and personal reflection is to be submitted for each of the subject areas: Human Factors, Risk Management, and Occupational Hygiene. For each activity, as an individual, you must also critically reflect on the professions needs and your leadership and team performance. The word range for each team report is 1500 - 2000 words, and 250 words for the reflections as detailed on the form provided at residential school. Note that each site visit reflections should 1) relate to the discipline area of the associated residential school activity, i.e., Human Factors, Occupational Hygiene or Risk Management, and 2) reflect on a different aspect of your leadership of professional OHS practice, effective project management and/or facilitation of teams. Together the three team reports and three individual reflections form your Residential School Portfolio.
Assessment Item 2 (25% of overall grade)

- Team Report (100 marks, 20%)
- Individual Leadership/Team Reflection (20 marks, 5%)

Occupational Hygiene Activity
During residential school, as a team member, you will conduct various occupational hygiene activities. While on site you have limited time and hence must work as a team to gather the necessary data required in a professional manner. During residential school you will be guided by an Occupational Hygienist to understand how to use the monitoring equipment and how to take measurements as per the relevant Australian Standards. Support resources and information about the tasks are available on Moodle.

Team Occupational Hygiene Report (100 marks, 20%)
For submission, your team is to produce a single technical report which includes each occupational hygiene activity. The Report must be set out in a logical structure like the format recommended by the Australian Institute of Occupational Hygiene (AIOH). Photographs, tables, and figures should be included in the body of the report; while worksheets,

interview questions, data analyses, and the like should be appended.

For university purposes, please add the following front matter to your report:

- Cover page (Details of the assignment, Unit code, team identification, student names, due date...)
- Brief letter of transmittal (Directed to the host in appreciation for this learning opportunity)

Conventional Format of Occupational Hygiene Reports

- Title Page (Organisation and Task Specific)
- Executive Summary
- Table of Contents
- Introduction
- Methods
- Results
- Discussion and Conclusions
- Recommendations
- References
- Appendices

Individual Leadership/Team Reflection (20 marks, 5%)
At residential school you will be afforded an opportunity to write and submit your own reflections on professional practice, industry relevance, leadership and teamwork for the Occupational Hygiene team activities using the form provided at res school.

Assessment Due Date
Week 11 Monday (20 May 2024) 9:00 am AEST

Return Date to Students
Review/Exam Week Monday (3 June 2024)
Grades will be awarded within the 2-week turn around.

Weighting
25%

Assessment Criteria
Team Report (100 marks)
The report will be assessed according to the following criteria:

- Introduction, background, methods (10 marks)
- Results and appendices (40 marks)
- Discussion and conclusion (20 marks)
- Recommendations (20 marks)
- Front matter, written expression, formatting, and referencing (10 marks)

Individual Professional/Leadership/Teamwork Reflections (20 marks)
Depth of critical reflection based on worksite learning opportunities (5 marks each):

- How site activities advance your OHS Professionalism
- Industry relevance of activities now and in the future
- Leadership performance and opportunities into the future
- Your teamwork performance now and into the future

Referencing Style

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

Submission
Online Group

Submission Instructions
Submit one report on behalf of the team in Word format (Not pdf). The reflections will be completed at residential school.

Learning Outcomes Assessed

- Select and apply tools and techniques used to investigate and analyse human factors, occupational hygiene, accidents and other complex problems
- Design risk management strategies for a variety of settings and communicate 'return on prevention' effectiveness
- Discuss contemporary problems and issues related to professional practice in OHS contexts and consider how applied research methods might be utilised to help solve the problem or issue

- Lead professional OHS practice through effective project management and facilitation of teams.

Graduate Attributes

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

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
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