



SAFE20018 *Fatigue Risk Management*

Term 2 - 2024

Profile information current as at 05/09/2024 01:30 pm

All details in this unit profile for SAFE20018 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

Organisations have a responsibility to manage fatigue-related risk in their operations. This unit builds on your understanding of risk management and workplace health and safety concepts and allows you to apply them to the hazard of fatigue. You will identify and evaluate the causes and consequences of fatigue, and apply the scientific evidence in developing guidance for the management of the individual, organisational and community risks. You will also explore and evaluate current regulatory and legal frameworks relating to the management of fatigue related risk.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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 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 Postgraduate 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 discussion forum**

Weighting: 30%

2. **Annotated bibliography**

Weighting: 40%

3. **Report**

Weighting: 30%

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 evaluations and teaching team reflections

Feedback

Assessment expectations and feedback

Recommendation

Record videos on each assessment to provide rationale for assessment, learning goals, and marking criteria.

Unit Learning Outcomes

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

1. Explain the physiological and psychological effects of fatigue
2. Compare and contrast how work and non-work factors mediate fatigue
3. Assess fatigue related risks associated with different working time arrangements and tasks
4. Critically evaluate a Fatigue Risk Management System (FRMS) identifying gaps and recommending enhancements reflecting scientific and regulatory best-practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online discussion forum - 30%	•	•	•	•
2 - Annotated bibliography - 40%	•	•		
3 - Report - 30%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	◦	◦	◦	◦
2 - Communication	◦	◦		
3 - Cognitive, technical and creative skills		◦	◦	
4 - Research	◦	◦		◦
5 - Self-management	◦	◦		
6 - Ethical and Professional Responsibility			◦	◦
7 - Leadership			◦	
8 - 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: [Harvard \(author-date\)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Sally Ferguson Unit Coordinator
sally.ferguson@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Welcome and introduction to the unit	Noy et al (2011). Future directions in fatigue and safety research. <i>Accident Analysis and Prevention</i> 43 (2011): 495-497.	Drop-in session - see moodle for details

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working hours and approaches to fatigue risk management	Williamson et al. The link between fatigue and safety. <i>Accident Analysis and Prevention</i> 43 (2011): 498-515.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Quantifying fatigue-related risks	Ferguson and Dawson (2012). 12-hour or 8-hour shifts? It depends. <i>Sleep Medicine Reviews</i> .16(6): 519-28. Garde et al (2020). How to schedule night shift work in order to reduce health and safety risks. <i>Scand J Work Environ Health</i> , 46(6): 557-569.	Drop-in session - see moodle for details

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Examining the effects of fatigue	Di Milia et al (2011). Demographic factors, fatigue, and driving accidents: An examination of the published literature. <i>Accident Analysis and Prevention</i> 43 (2011): 516-532.	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Legal and political context of fatigue management	Gartner et al (2019). Working Time Society consensus statements: Regulatory approaches to reduce risks associated with shift work—a global comparison, <i>Industrial Health</i> , 57 (2): 245-263.	Drop-in session - see moodle for details

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Elements of a fatigue risk management system	Wong et al (2019). Working Time Society consensus statements: A multi-level approach to managing occupational sleep-related fatigue, <i>Industrial Health</i> , 57(2): 228-244	Annotated bibliography Due: Week 6 Thursday (22 Aug 2024) 11:00 pm AEST
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Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
The Defences in Depth framework	Lerman et al (2012). Fatigue Risk Management in the Workplace. <i>Journal of Occupational and Environmental Medicine</i> , 54(2), 231-258.	Drop-in session - see moodle for details

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Predictive controls - Level 1	Dawson et al (2011). Modelling fatigue and the use of fatigue models in work settings, <i>Accident Analysis & Prevention</i> , 43(2): 549-564	

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Proactive controls - Level 2		Drop-in session - see moodle for details Online discussion forum Due: Week 9 Thursday (12 Sept 2024) 11:00 pm AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Proactive controls - Level 3		

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reactive controls - Level 4	Dawson et al (2018). Determining the likelihood that fatigue was present in a road accident: A theoretical review and suggested accident taxonomy, <i>Sleep Medicine Reviews</i> , 42: 202-210	Drop-in session - see moodle for details

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Reactive controls - Level 5		FRMS review and Gap Analysis Due: Week 12 Thursday (3 Oct 2024) 11:00 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online discussion forum

Assessment Type

Online discussion forum

Task Description

The online discussion forum assessment requires you to write SIX posts. TWO original posts (one on each of the discussion topics) and FOUR response posts.

Your original posts will be a discussion of Topic 1 and Topic 2 that integrates your personal or professional experience together with relevant peer-reviewed and grey literature. You should include a bibliography.

Your response posts will be a review of TWO of your peers posts in BOTH topics. Your response posts will review your peers' posts and extend or counter their argument. You will again bring your own experience or perspective, together with relevant literature. You should include a bibliography.

You can write your original posts at any time. You will not be able to see posts from other students on a given topic until 15 minutes after posting your own. You have until Week 10 to complete all SIX posts. Each original and response post should be 400-600 words not including bibliography.

Topic 1 - Your organisation has adopted a shared responsibility model for fatigue and is planning to use a fitness for duty assessment to manage fatigue. Drawing from the literature and your professional or personal experience, discuss the legitimacy of this approach and provide a personal perspective as an employee.

Topic 2 - The focus of fatigue risk management has traditionally been on reducing errors and incidents in the workplace but research shows that shift work impacts health outcomes as well. Drawing from the literature and your professional or personal experience, make an evidence-based case for how you as an employee would like to see risk managed for one health outcome.

Assessment Due Date

Week 9 Thursday (12 Sept 2024) 11:00 pm AEST

Online via moodle

Return Date to Students

Week 11 Thursday (26 Sept 2024)

Weighting

30%

Assessment Criteria

You will be assessed on:

knowledge of, and engagement with the topic demonstrated through integration of scientific and grey literature.
the quality of scientific evidence provided in support of your argument,
clear and concise communication, including consistency of voice and language.
A rubric will be provided on the moodle site.

Referencing Style

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

Submission

Online

Submission Instructions

Paste text into appropriate discussion forum within the ASSESSMENT TAB.

Learning Outcomes Assessed

- Explain the physiological and psychological effects of fatigue
- Compare and contrast how work and non-work factors mediate fatigue
- Assess fatigue related risks associated with different working time arrangements and tasks
- Critically evaluate a Fatigue Risk Management System (FRMS) identifying gaps and recommending enhancements reflecting scientific and regulatory best-practice.

2 Annotated bibliography

Assessment Type

Annotated bibliography

Task Description

Fatigue impacts physiological and psychological performance that in turn can impact workplace safety and long-term health and well-being. Choose a specific work context (such as control room monitoring, cabin crew, or something from

your own experience) and identify FOUR work or non-work related factors that can contribute to increased fatigue likelihood.

For each factor, find a relevant scientific journal article, and describe what the article means in terms of the impacts of fatigue on the chosen work task, and/or potential strategies to reduce fatigue-related risk for that work task. Synthesis the evidence from your review of the articles into specific recommendations to the organisation for managing risks of fatigue in that work context.

Your annotated bibliography should be approximately 2000 words not including the full citations.

Assessment Due Date

Week 6 Thursday (22 Aug 2024) 11:00 pm AEST

Online via moodle

Return Date to Students

Week 8 Thursday (5 Sept 2024)

Weighting

40%

Assessment Criteria

You will be assessed on:

your knowledge of the topic including identification of factors that contribute to fatigue, quality of scientific evidence sourced in support of argument, ability to critically analyse literature and apply to real-world contexts, clarity and consistency of communication.

The rubric will be available on moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Upload file via the ASSESSMENT TAB

Learning Outcomes Assessed

- Explain the physiological and psychological effects of fatigue
- Compare and contrast how work and non-work factors mediate fatigue

3 FRMS review and Gap Analysis

Assessment Type

Report

Task Description

A Fatigue Risk Management System (FRMS) enables an organisation to identify the risks that fatigue presents to its workers' health and safety, and put in place strategies to mitigate those risks. In this assignment you will review a FRMS policy and provide recommendations for revisions.

You will be required to: 1) evaluate the FRMS in terms of its specific processes for hazard identification and risk mitigation; 2) identify gaps in the FRMS; and 3) suggest improvements to the FRMS based on the understanding of scientific and regulatory best- practice you have developed in this course.

Your report should be approximately 2000 words (not including your bibliography).

Assessment Due Date

Week 12 Thursday (3 Oct 2024) 11:00 pm AEST

Return Date to Students

Exam Week Thursday (17 Oct 2024)

Weighting

30%

Assessment Criteria

You will be assessed based on knowledge of science underpinning fatigue risk and application of key safety management principles, detailed analysis of gaps and suggested revisions, concise, clear and consistent communication. The rubric will be available on moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Online via the ASSESSMENT TAB

Learning Outcomes Assessed

- Assess fatigue related risks associated with different working time arrangements and tasks
- Critically evaluate a Fatigue Risk Management System (FRMS) identifying gaps and recommending enhancements reflecting scientific and regulatory best-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