

ASSESSMENT GUIDE

OHSE601: Principles of OHSE Management

Semester 2 2021 - Online

Assessment 3

Assessment Artefact: Personal OHSE Philosophy

Weighting 35%

Why this assessment?

- To analyse your personal OHSE philosophy
- To develop your communications skills by reviewing relevant literature in order to detail your OHSE philosophy in a written form

What are the types of employability skills that I will acquire upon completion of this assessment?

Skill Type	
Developed critical and analytical thinking	☒
Developed ability to solve complex problems	☒
Developed ability to work effectively with others	☐
Developed confidence to learn independently	☐
Developed written communication skills	☒
Developed spoken communication skills	☐
Developed knowledge in the field study	☒
Developed work-related knowledge and skills	☒
Develop effective research skills	☒

Purpose

This report is aimed at assessing your knowledge of the subject content and academic literature to analyse and detail how your personal philosophy may impact your own and others' OHSE-related decision making. This academic paper is aimed at addressing the question of "what is your personal OHSE philosophy?" This paper should draw on (but not be limited to) the content and models covered in this subject, as well as relevant academic literature, as a means of analysing and detailing your personal

philosophy and approach to OHSE management – in both professional and non-professional contexts. Although this report contains a reflective component, it remains an academic paper and therefore should also be based on academic literature and legislative considerations. It is an opportunity to apply academic rigor to better understanding your personal approach and/or biases to OHSE management, its potential impacts, and associated issues.

Assessment Overview:

Due date:	4 NOVEMBER 2021
Weighting:	35%
Length and/or format:	1250 words
Learning outcomes assessed	LO1 Compare and contrast occupational health safety and environment concepts, processes and performance measures, including advanced concepts of hazard and risk, for the common good of the worker, particularly in terms of health and safety, through a critical review of academic literature. LO2 Evaluate the conceptual structure underpinning OHSE professional practice at the national levels. LO4 Analyse the main organisational, technological, industrial law, and socio-cultural factors that influence OHSE-related decision making.
Graduate attributes assessed	4,5,6
How to submit:	Electronically via upload into Turnitin in LEO
Return of assignment:	TBA
Assessment criteria:	Rubric: see end of document

Instructions

Assessment Task 3: Your Personal OHSE Philosophy

This assessment task consists of a 1250-word written report ($\pm 10\%$ word count). This task requires students to apply their knowledge of the subject content and academic literature to assess and detail how their personal philosophy may impact their own and others' OHSE-related decision making.

The report must be completed individually. As a guide to the word limit, words should be counted from the word "Introduction" at the top of page one to the word "References" at the last page.

Submission Type: Individual

Assessment Method: Report form.

Due date:	TBA
Weighting:	35%
Length and/or format:	1250 words
Purpose:	To analyse and detail your personal OHSE philosophy.
Learning outcomes assessed:	1,2,4
How to submit:	Electronically via Turnitin on LEO
Return of assignment:	Feedback and marks will be provided approximately two weeks

after submission via Turnitin on LEO.

Assessment criteria:

The assessment criteria can be found in the rubric listed in the appendix of this document.

Structure - The completed assignment will include the following:

The report should cover:

1. a brief introduction and background to the topic;
2. an analysis of your personal OHSE philosophy, drawing on (but not limited to) the models covered during this subject, including a discussion of theoretical studies and practical issues;
3. a concluding section which provides critical synthesis of the issues addressed.

How do I submit?

- Electronic submission using LEO through Turnitin
- Please include your student ID number and your name in the assignment file name.
- Please ensure you save a copy of your document before submitting it.
- Include the checklist below in your assessment document
- You must keep a backup copy of every assignment you submit, until the marked assignment has been returned to you. In the unlikely event that one of your assignments is misplaced, you will need to submit your backup copy.
- Any work you submit may be checked by electronic or other means for the purposes of detecting collusion and/or plagiarism.

Process for completing the assignment

Step-1 Consider carefully your chosen concepts.

Step-2: The report should be organised into sections (under the appropriate headings – see above).

Step-3: Ensure all content is appropriately referenced (as described).

Step-4: Ensure the checklist below is satisfied before submission.

Checklist for students to submit along with their assignment

My submitted assignment report is within the specified word limit	☐
I have included references using specified referencing Harvard style	☐
I have correctly cited all my sources and references	☐
I have formatted my report as per the specifications	☐
I have checked my Turnitin report to ensure the similarity report is acceptable (>40%) and explainable	☐

I have completed proof reading and checked for spelling and grammar	☐
I have submitted my work by the due date/time	☐
I have submitted the 'feed forward template' along with my assignment submission	☐

Feed Forward Template (example): A template for students to use and act on feedback and provide recommendations for improvement

Note

This is a task for any instance of follow-on assignment (assessment 2). This must be submitted as the first page of the follow-on assignment (assessment 2) to ensure you acted on the feedback provided to you in the previous assignment. (this is not counted as part of the assessment word count)

How did you act on the feedback?

Feedback is an important component of learning. Please consider the feedback you received in your last assignment and provide a response on how you acted on, or intend to act upon, that feedback, and how it has informed the current assignment task. Submit this sheet along with your assignment.

Example Questions	Action Plan and feedback recommendation (what I learnt from the feedback on feedback)
Based on previous assignment feedback, briefly described how you acted on the feedback to improve your work in this assignment?	
Briefly describe what is your expectation around the type of feedback that enhances your learning.	
Did you have any difficulty understanding or acting on previous feedback? Please be as specific as possible so that you can gain further feedback/clarify anything you do not understand in the feedback	

Some Helpful Websites and Resources

For standards, use <https://www.standards.org.au/search-for-a-standard>.

For State & Territory Laws & guidance, see the "WHS compliance, injury reporting, licensing and compensation

claims” section on <https://www.safeworkaustralia.gov.au/>.

Use <https://www.safeworkaustralia.gov.au/search/site?search=model+act+%26+regs>, if using the Model laws.

Useful Harvard referencing style guidance is here:

<https://www.adelaide.edu.au/writingcentre/sites/default/files/docs/harvard-referencing-guide.pdf>.

Dekker, S (2014). Employees: A Problem to Control or Solution to Harness? *Professional Safety*, 59(8), 32.

Department of Environment, Climate Change and Water (2009). Strategic environmental compliance and performance review: industry monitoring, Department of Environment, Climate Change and Water NSW. This can be downloaded from NSW DECCW website, at: <http://www.environment.nsw.gov.au/resources/licensing/09695indmon.pdf>

Hoffman, A, & Sgro, C (2011), 'Climate change and evolutionary adaption', *Nature*, 470, 479-485.

Hollnagel, E (2012). The ETTO principle: efficiency-thoroughness trade-off: why things that go right sometimes go wrong: Ashgate Publishing, Ltd.

Hollnagel, E (2014). Safety-I and Safety-II: The Past and Future of Safety Management: Ashgate Publishing, Ltd.

Rands, M, Adams, W, Bennun, L, Butchart, S, Clements, A, Coomes, D, Entwistle, A, Hodge, I, Kapos, V, Scharlemann, J, Sutherland, W & Vira, B (2010), 'Biodiversity Conservation: Challenges Beyond 2010', *Science*, 329, 1298-1303.

Pagell, M, Klassen, R, Johnston, D, Shevchenko, A, & Sharma, S (2015). Are safety and operational effectiveness contradictory requirements: The roles of routines and relational coordination. *Journal of Operations Management*, 36, 1-14. doi: <http://dx.doi.org/10.1016/j.jom.2015.02.002>

Pillay, M (2015). Accident Causation, Prevention and Safety Management: A Review of the State-of- the-art. *Procedia Manufacturing*, 3, 1838-1845. doi: <http://dx.doi.org/10.1016/j.promfg.2015.07.224>

Safe Work Australia (2011), Code of practice: how to manage work health and safety risks. Safe Work Australia, Canberra. Retrieved June 2016, from <http://www.safeworkaustralia.gov.au/sites/swa/about/publications/pages/manage-whs-risks-cop>

Safe Work Australia (2015), Principles of Good Work Design: A work health and safety handbook Retrieved June 2016, from <http://www.safeworkaustralia.gov.au/sites/swa/about/publications/pages/good-work-design>.

Zio, E & Pedroni, N (2012), Overview of risk-informed decision-making processes, FonCSI, Toulouse, France.

Who can help me?

Studiosity

Academic skills Unit (ASU)

Lecturer(s) – Dr Trajce Cvetkovski trajce.cvetkovski@acu.edu.au

I'm having problems

Sometimes you may need help. Our student services can help you navigate your way through some of the more

challenging parts of university life: <https://www.acu.edu.au/student-life/student-services>.

Extension Form:

Unless an extension is granted, assignments submitted after the due date will incur a 5% per calendar day penalty based on the maximum marks available for that assessment task. If you are having a problem contact the Lecturer in Charge and complete the Extension form.

The EX form should be completed by students applying for an extension of time for submission of an assessment task and submitted to their Campus Lecturer.

<https://www.studentportal.acu.edu.au/quicklinks/forms>

Special Consideration Form:

Students should complete this form when participation in an assessment task or other assessable activity has been significantly hampered by exceptional and unforeseen circumstances beyond your control, and where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstances.

https://www.studentportal.acu.edu.au/-/media/acu/portal/pdfs/sc_application_for_special_consideration.pdf

Referencing

All referencing should be in [ACU Harvard style](#). Please ensure your assignment makes use of in-text citations and a reference list. Missing citations or references is equivalent to plagiarism.

Criteria

The full criteria is compiled in a rubric, which can be found on the following pages.

Rubric - Assessment Task 3: (35 marks)

ILOs	Criteria (related to a single GA from the related LO – one GA per criterion)	Standards				
		Does not meet expectations	Meets Expectations	Exceeds Expectations		
		NN (0-49)	PA (50-64)	CR (65-74)	DI (75-84)	HD (85-100)
GA5 LO1 Weight=12 marks TL=3 Learning stage=A	<i>Apply the key objects and functions of chosen OHSE concepts. Provide explanation of relevant OHSE principles for relevant hazards and risks associated at the workplace. Demonstrate knowledge of relevant philosophy and principles.</i>	<p>Failed in application of key objects and functions of chosen OHSE concepts.</p> <p>Evidentiary findings or conclusions for recommendations are not able to be adequately evidenced from the report.</p> <p>(0-5.9 marks)</p>	<p>Application of key objects and functions of chosen OHSE concepts adequate with some explanation. Organisational context is reasonably considered.</p> <p>Adequate research evident to support OHSE analysis.</p> <p>(6-7.7.7 marks)</p>	<p>Credible application of key objects and functions of chosen OHSE concepts.</p> <p>Report demonstrates an understanding of applicable requirements in light of the scholarship.</p> <p>Individual research and knowledge that are directly related evident.</p> <p>(7.8-8.9 marks)</p>	<p>Distinctive consistency in application of key objects and functions of chosen OHSE concepts. Information contained in the report is of probative value. The report is succinct and insightful and demonstrates cogency in an organisational context. Some Recommendations for further action contained.</p> <p>(9-10.1 marks)</p>	<p>Highly distinctive standard of application of key objects and functions of chosen OHSE concepts. .</p> <p>The information contained in the report is of high probative value and worth. The report is succinct and insightful and demonstrates cogency in an organisational context. Recommendations for further action clear.</p> <p>(10.2-12 marks)</p>
GA4 LO1 Weight=10 marks TL=4 Learning stage=D	<i>Critically analyse the chosen philosophical framework to identify potential and/or issues in practical application of OHSE concepts.</i>	<p>Content is not relevant; analysis or evidence of critical thinking is flawed. Limited references or citations indicated failure.</p> <p>(0.-4.9 marks)</p>	<p>Content is relevant, with some analysis of content. Provides adequate general references to literature (including legislation, codes and standards and supporting literature where/if applicable).</p> <p>(5-6.4 marks)</p>	<p>Content is relevant, insightful and shows thoughtful analysis; summarizes known information credibly. Provides quality references appropriate for a philosophical context, to support analysis.</p> <p>(6.5-7.4 marks)</p>	<p>There is critical relevant, insightful detail and comprehensive analysis and indepth of the facts surrounding concepts; draws relevant conclusions to support the analysis. Provides a number of high-quality references to literature. Shows distinctive awareness of limitations that might exist in the scholarship.</p> <p>(7.5-8.4 marks)</p>	<p>There is a critical and succinct analysis of the literature for the identification of the relevant philosophical framework.. High distinctive level of analysis drawn from the literature, law, codes, standards and legislation where relevant. The analysis demonstrates knowledge and application of practical interpretation.</p> <p>(8.5-10 marks)</p>
GA6	<i>Correctly identify relevant theoretical underpinning OHSE philosophical framework from the</i>	<p>Relevant or negligible philosophies not been established</p>	<p>Elements of framework as they relate to the content has been identified and explained adequately.</p>	<p>Framework conceptualization identified and explained in a credible manner.</p>	<p>Concepts are clearly described, are thoroughly explained and are based on the literature research</p>	<p>Concepts underpinning philosophical framework have been identified and clearly particularised or described. A</p>

LO2 Weight=9 marks TL=3 Learning stage=D	<i>literature and provides objective conclusions and recommendations for practical application.</i>	The conclusions and recommendations are not fully researched and the report is not- evidence based. (0-4.4 marks)	The report does not fully explore or connect the literature to the conceptual framework. (4.5-5.7 marks)	Consideration of the literature is evident but not distinctive. (5.8-6.6 marks)	Distinctively relevant consideration of organisational context for the application of the relevant philosophical framework Can support conclusions and recommendations about relevant organisational action. (6..7-7.6 marks)	thorough explanation is provided in a logical sequence in the report. A highly distinctive level of understanding of the philosophical framework as applied to organisations is clearly, succinctly and critically applied to the case scenario. A view to make relevant conclusions and recommendations based on a finding of fact obvious. Very probative and cogent insight into the case scenario. 7.7-9 marks)
LO4 GA5 Weight=4 marks TL=4 Learning stage=A	<i>Provide clarity of expression, language, and grammar</i>	Failed to correctly use language, difficult to understand with significant grammatical errors. Report poorly structured (0-1.9 marks)	Adequate use of formal language with limited grammatical errors. Report adequately structured. (2.00-2.5 marks)	Credible use and application of OHSE terminology and language used with no grammatical errors. Structure of report credible. 2.6-3.0 marks)	Distinctive use and application of OHSE terminology and language of high standard with no grammatical errors. Report tightly structured and easy to follow. (3.1-3.4 marks)	Formal legal language, precise and correct OHSE terminology used to clearly communicate meaning in a highly distinctive manner. The report content has been logically and succinctly structured to create a cogent, cohesive and coherent analytical piece of work. (3.5-4.0 marks)

Note: GA (graduate attribute) | LO (learning outcome – unit level) | TL (Blooms Taxonomy level) | Learning stage; Developed (D); Assured (A)