

## Learning Plan – Unit D0906

### Building Design & Construction Technology

W615 Diploma of Building & Construction (Building) W615 Diploma of Building &  
Construction (Builder's Registration)

#### SEMESTER 1 - 2013

|                                       |  |
|---------------------------------------|--|
| Unit titles and national codes (SIN ) | Apply principles of OHS risk management (D0906)  |
| Lecturer                              | Terry Davies, James Pusey; Karl Boeing   |
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| Phone                                 | Terry Davies 9202 4796<br>James Pusey 9202 4399<br>Karl Boeing 9202 4398   |
| Consultation details                  | As shown on enrolment form   |
| Venue                                 | As shown on enrolment form   |

|                               |   |
|-------------------------------|---|
| Resources                     | Internet site ► <a href="http://blackboard.central.wa.edu.au/">http://blackboard.central.wa.edu.au/</a><br>(Login: user ID, password: DOB)  |
| Elements or Learning Outcomes | 1. Access sources of information and data to identify hazards 2. Analyse the work environment to identify hazards 3. Assess risk associated with hazards 4. Control risk associated with hazards. 5. Maintain hazard identification and risk control processes 6. Monitor and review risk management processes workplace                                |
| Critical aspects of evidence  | Evidence of the following is essential: •products used in: ○the application of a risk management approach to identifying hazards ○assessing OHS risk ○controlling OHS risk •how these products were developed and implemented •knowledge of relevant OHS legislation (acts, regulations, codes of practice, associated standards and guidance material. |

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## ASSESSMENT SUMMARY

**Due dates are usual session time for the week commencing on the date indicated below**

| DUE     | ASSESSMENT  | ELEMENTS     |
|---------|---|--------------|
| Week 7  | Online Legislation Assessment                           | all          |
| Week 9  | Formative hazard/risk identification assessment         | 1, 2, & 3    |
| Week 13 | Formative Job Safety Analysis (JSA) assessment          | 1, 2, 3, & 4 |
| Week 17 | Major assignment the ' <b>WorkSafePlan</b> assessment'. | all          |

### Individual learning and assessment needs

Central Institute of Technology recognises that students have different learning styles and needs. Please let your lecturer know if there is anything that may have an effect on your learning.

### Results and appeals.

Please refer to the Central Institute of Technology website for information about the assessment process. The information can be found at

<http://www.centraltafe.wa.edu.au>

The path is; home – current students - your studies – assessment.

## LEARNING PLAN

| Session | Elements addressed | Topic  | Resources                    |
|---------|--------------------|--|------------------------------|
| 1       |                    | Introduction to the Unit (How to study safety on WebCT)  | Act & Regulations            |
| 2       | OHS Legislation    | Introduction to OS&H Act and Regulations MC-self-test questions Practice Quiz 1                            | Internet information         |
| 3       | OHS Legislation    | Occupational Safety & Health Legislation continue Practice Quiz 1  | <b>WQuiz 1</b>               |
| 4       | OHS Legislation    | OS&H Act and Regulations Start Revision Quiz 2   | <b>Quiz 2</b>                |
| 5       | OHS Legislation    | OS&H Act and Regulations Continue Revision Quiz 2  | <b>Quiz 3</b>                |
| 6       | OHS Legislation    | OS&H Act and Regulations Continue Revision Quiz 2  | <b>Quiz 3</b>                |
| 7       | OHS Legislation    | <b>Online Assessment Quiz</b>  | <b>Assessment Quiz</b>       |
| 8       | Element 1          | Access sources of information and data to identify hazards   | Internet information         |
| 9       | Element 2          | Analyse the work environment to identify hazards<br><b>Formative hazard/risk identification assessment</b> | Internet information         |
| 10      | Element 3          | Assess risk associated with hazards  | Internet information         |
|         |                    | <b>Term Break (Easter)</b>   |                              |
| 11      | Element 4          | Control risk associated with hazards   | Internet information         |
| 12      | Element 5          | Maintain hazard identification and risk control processes  | Internet information         |
| 13      | All                | <b>Formative Job Safety Analysis (JSA) assessment.</b>   | Internet information         |
| 14      | Element 6          | Monitor and review risk management processes   | Internet information         |
| 15      | All                | Continuous work on Safety Plan Assignment  | Internet information         |
| 16      | All                | Continuous work on Safety Plan Assignment  | Internet information         |
| 17      | <b>All</b>         | <b>Safety Plan Assignment Submission</b>   | <b>Indicators 1.1 - 1.19</b> |
| 18      |                    | Marking / Results displayed on 'Results board'   |                              |
| 19      |                    | Feedback   |                              |
| 20      |                    | Resubmission   |                              |

# Australian Qualifications Framework

**Table 3: Characteristics of Learning Outcomes**

## **Certificate IV**

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Applications involve responsibility for, and limited organisation of, others.

## **Diploma**

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, valuation and coordination.

The self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

**Table 4: Distinguishing Features of Learning Outcomes**

## **Certificate IV**

Do the Competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas
- identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas
- identify, analyse and evaluate information from a variety of take responsibility for own outputs in relation to specified quality standards sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others

## **Diploma**

Do the Competencies or Learning Outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take limited responsibility for the achievement of group outcomes

Please read the Characteristics of Learning Outcomes & Distinguishing Features of Learning Outcomes to understand the factors determining the level of your qualification.

Central Institute of Technology enable their graduates to operate anywhere, and in any sphere, at a level of 'professionalism' consistent with best international practice, and in ways that embody the highest ethical standards.