

Unit Outline (Higher Education)

Institute / School:	School of Science, Psychology and Sport
Unit Title:	LABORATORY MANAGEMENT AND QUALITY ASSURANCE
Unit ID:	SCCOR3000
Credit Points:	15.00
Prerequisite(s):	(At least 240 credit points from ANY subject-area at any level)
Co-requisite(s):	Nil
Exclusion(s):	(SCFST3066 and SCIGC3716 and SCMED3011)
ASCED:	019909

Description of the Unit:

An understanding of the modern Australian Occupational Health and Safety culture has become one of the key employability criteria in the workplace in Australia today. This unit will consider the OHS act in Victoria, as well as National legislation, and investigate how individuals and companies comply with the legislation. Issues dealing with all aspects of the workplace from manual handling tasks to more complex handling of biological agents, chemicals and hazardous wastes will be addressed. The unit will also introduce students to HACCP/GMP for food preparation and manufacturing industries and NATA requirements for testing services and diagnostic laboratories.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe a range of assessment tools used to meet OHS requirements in the workforce.
- K2.** Summarise current OHS Acts and other legislative requirements
- K3.** Discuss the regulatory framework surrounding the food industry, pharmaceutical manufacture and diagnostic laboratories

Skills:

- S1.** Recognise different hazard classes
- S2.** Manage risks in the workplace
- S3.** Recognise and treat hazardous materials and situations

Application of knowledge and skills:

- A1.** Conduct formal task based risk assessments and suggest procedures for controlling risks.
- A2.** Conduct formal Incident and Hazard investigations and suggest remedial actions.
- A3.** Plan and act within the framework of food safety standards and good manufacturing practice.

Unit Content:

Topics may include:

- Module 1: Legislative frameworks & Organisational compliance
- Module 2: The rights and responsibilities of employers and employees
- Module 3: Introduction to Risk Management
- Module 4: Risk Management: Hazard Classification
- Module 5: Incident and Hazard Reporting
- Module 6: Risk Management: Hazards of Industrial waste
- Module 7: Quality Management Systems and ISO9001
- Module 8: Good Laboratory Practice
- Module 9: Good Manufacturing Practice
- Module 10: Hazard Analysis Critical Control Point (HACCP)
- Module 11: Working with Microorganisms
- Module 12: Working with Genetically Modified Organisms (GMOs)

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly*

assessed in each Course.

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	S1, S2, S3, A1, A2, A3	AT-2
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S1, S2, S3, A1, A2, A3	AT-2
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	S1, S2, S3, A1, A2, A3	AT-2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K1-K3, S1-S3, A1-A3	AT-1, AT-2, AT-3
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	N/A	N/A

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1,S2, S3	AT1: Retention, comprehension and application of knowledge of OHS and Quality control.	Quizzes (various question types)	20 - 40%
S1, S2, S3, A1, A2, A3	AT2: Written task: A risk Management activity (Risk Assessment; Incident report; Workplace inspection; SOP)	Written Reports	30 - 40%
K1, K2, K3, S1, S2, S3.	AT3: Assessed on knowledge, comprehension and synthesis of all unit content	Online test (various question types)	30 - 50%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)