

MGMT2724

HEALTH AND SAFETY AT WORK

Course Outline Semester 1, 2017

Part A: Course-Specific Information

**Part B: Key Policies, Student Responsibilities
and Support**

Table of Contents

PART A: COURSE-SPECIFIC INFORMATION	1	
1 STAFF CONTACT DETAILS	1	
2 COURSE DETAILS	1	
2.1 Teaching Times and Locations	1	
2.2 Units of Credit	1	
2.3 Summary of Course	1	
2.4 Course Aims and Relationship to Other Courses	2	
2.5 Student Learning Outcomes	2	
3 LEARNING AND TEACHING ACTIVITIES	4	
4 ASSESSMENT	4	
4.1 Formal Requirements	4	
4.2 Assessment Details	4	
4.3 Assignment Submission Procedure	10	
4.4 Late Submission	10	
5 COURSE RESOURCES	11	
6 COURSE EVALUATION AND DEVELOPMENT	13	
7 COURSE SCHEDULE	14	
LECTURE OUTLINE AND READINGS		16
TUTORIAL PROGRAM		21
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT	24	
8 PROGRAM LEARNING GOALS AND OUTCOMES	24	
9 ACADEMIC HONESTY AND PLAGIARISM	25	
10 STUDENT RESPONSIBILITIES AND CONDUCT	25	
10.1 Workload	25	
10.2 Attendance	25	
10.3 General Conduct and Behaviour	26	
10.4 Health and Safety	26	
10.5 Keeping Informed	26	
11 SPECIAL CONSIDERATION	26	
12 STUDENT RESOURCES AND SUPPORT	27	

PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge and tutor: Professor Michael Quinlan
Room 557
Phone No: 9385 7149
Email: m.quinlan@unsw.edu.au
Consultation Times – Tuesday 1pm-2pm (or by appointment)

If you cannot come at this time, please call or e-mail me **in advance** to arrange an appointment. Remember e-mail is good for arranging contact or making quick and simple queries but is not suitable for answering complex questions (a short phone conversation is often a more effective way of addressing issues beyond simple queries). I am happy to take phone calls during my consultation (preferable) or any time on Tuesday until 2pm (when I am not actually teaching).

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12): The Time and Location are:

Tuesday 9-11am, Business Building 215

Tutorials start in Week 2 (to Week 13). The Groups and Times are:

<i>Day</i>	<i>Class</i>	<i>Time</i>	<i>Location</i>
Tuesday	Tutorial	11.00am	BUS 215
Tuesday	Tutorial	12.00am	BUS 215

2.2 Units of Credit

The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course

This course examines a major issue at work, namely its implications for the health, safety and well-being of workers. The course examines the extent of health and safety problems at work, how these problems arise, and how governments, industry, unions and professionals seek to address these problems. The course provides a detailed study of a major area of management of modern organizations, and covers internal organizational context and the interaction with central external features of the subject area – regulatory, health, organizational and worker-centred features.

2.4 Course Aims and Relationship to Other Courses

The overall aim of this course is to introduce you to the field of occupational health and safety (OHS) and to related management practices. As part of this the course aims to inform you of the scope and nature of OHS problems, acquaint you with the relevant theories from a range of different disciplines that seek to explain these problems, and to provide an overview of how management, unions, governments and other interested parties address these issues.

MGMT2724 is an advanced level course at Level 2 of relevant degree programs offered by or in cooperation with the Business School at UNSW. It will normally be undertaken at Year 2 or 3 of a three year program, or later in longer programs. It is available to students either undertaking majors offered by the School of Organisation and Management that are available in the relevant degree program offered at UNSW. It may be undertaken as a free elective where prerequisites have been completed.

2.5 Student Learning Outcomes

The overall aim of this course is to introduce you to the field of occupational health and safety (OHS) and to related management practices. As part of this the course aims to inform you of the scope and nature of OHS problems, acquaint you with the relevant theories from a range of different disciplines that seek to explain these problems, and to provide an overview of how management, unions, governments and other interested parties address these issues.

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Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Explain the origins, extent and impacts of OHS problems including competing theoretical models of injury and illness at work and how these problems can best be addressed.	<ul style="list-style-type: none"> • Tutorial presentation • Class test • Project report/essay
2	Critical thinking and problem solving	Evaluate competing explanations and interventions with regard to OHS and develop solutions for OHS in a particular workplace	<ul style="list-style-type: none"> • Tutorial presentation • Class test • Project report/essay
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> • Project report/essay
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> • Tutorial presentation
4	Teamwork	Work collaboratively to complete a task.	Not specifically assessed.
5a.	Ethical, environmental and sustainability responsibility	Identify and assess human and social costs of OHS (including environmental costs) and the need to devise healthier and more sustainable work organisation.	<ul style="list-style-type: none"> • Tutorial presentation • Project report/essay
5b.	Social and cultural awareness	Identify how age, vulnerable employment status, ethnicity and gender impact on OHS	<ul style="list-style-type: none"> • Tutorial presentation • Project report/essay

3 LEARNING AND TEACHING ACTIVITIES

The learning outcomes of this course are best achieved through active student participation and experiential learning. Lectures and tutorials will be interactive and there is an expectation that you will come to classes prepared to participate in discussions. Lecture notes for each week will be posted on **Moodle** and you will be expected to have downloaded these prior to the lecture. Lectures will amplify these notes, providing examples and the like so as to better understand key points. Tutorials provide an avenue for more active engagement including presentations and discussion by students in class. Active participation means asking relevant questions (including in lectures), expressing opinions and engaging in exploration and debate. To ensure that you can provide informed contributions, it is necessary to have read the required readings before attending classes. Completing the required reading is essential for success in this course.

Health and Safety at Work is strongly informed by current academic research. Each week, the required reading provides an opportunity to review important contributions to OHS and to examine current trends and future developments in the field. I will also discuss my own research and external work (for example my involvement in government inquiries) as it relates to the concepts covered in the course. This teaching strategy seeks to cultivate your appreciation and understanding of OHS research and how it informs the practice of management, government, unions and OHS professionals. The course provides discussion and examples of the research-nexus in the OHS research context.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

<i>Item</i>	<i>Weight</i>	<i>Length</i>	<i>Due</i>
<i>Tutorial presentation</i>	20%	12 minutes	Presentations: in class at allocated time
<i>Class test</i>	30%	1 hour	During lecture in Week 9
<i>Assignment</i>	50%	3500 words	5pm Tuesday in Week 13

The assessment is designed in the context of the criteria established for graduate attributes of the University of New South Wales, namely:

1. the skills involved in scholarly enquiry
2. an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
3. the capacity for analytical and critical thinking and for creative problem-solving
4. the ability to engage in independent and reflective learning
5. information literacy - the skills to appropriately locate, evaluate and use relevant information
6. the capacity for enterprise, initiative and creativity
7. an appreciation of, and respect for, diversity
8. a capacity to contribute to, and work within, the international community
9. the skills required for collaborative and multidisciplinary work
10. an appreciation of, and a responsiveness to, change
11. a respect for ethical practice and social responsibility
12. the skills of effective communication.

Details of Each Assessment Task

1. Class Presentation

The subject is designed to encourage discussion and debate in class. Students are required to attend all classes, to read in advance for them, and to participate in discussion and examination of various viewpoints. You will also be required select one tutorial question from the list in the Tutorial Program (see below). On the basis of listed readings and other sources, you must prepare a short presentation (10-12 minutes) to be given to the class on the question. This presentation should be analytical rather than a simple summary and should focus on the key issues needed to understand and answer the question (a good way of doing this is to focus on 6-10 key points in your presentation). Following the presentation you should lead class discussion for 5-10 minutes. The presentation is worth 20% of your final grade.

Grading

The tutorial presentation will be assessed according to the following criteria:

- Evidence of diligent reading and scholarly enquiry in terms of obtaining information to address the question
- Capacity to critically analyse the relevant literature and to construct an assessment based on a number of sources that entail different disciplinary perspectives
- Capacity to synthesise the evidence pertaining to the question into a number of key areas of debate or points
- Problem solving capacity to engage in reflective learning by critically evaluating the question and providing an overarching argument.
- Capacity to effectively communicate information and argument pertaining to the question

2. Class Test

A brief (60-minute) test will be held in the lecture period and room in Week 9 (there will be no lecture this week). It will consist of two short, essay-style questions. Each will require you to apply knowledge and theoretical perspectives from Weeks 2-8 (lectures and readings from the textbook) to specific OHS issues. The objective is to consolidate and test your understanding of this content, which will form the foundation for later lectures and the analysis required in your assignment. The class test is worth 30 per cent of your final grade.

Grading

The class test will be graded according to the following criteria

- Ability to demonstrate an understanding of key concepts, disciplinary perspectives and theories relating to OHS.
- Capacity to identify and critically assess the strengths and weaknesses of particular disciplinary perspectives and theories as well as points of integration.
- Ability to identify and use evidence to substantiate or support an assessment of the value of a particular theory or perspective
- Ability to identify and assess the quality and value of commonly used OHS statistics and data sets (ie information literacy).

3. Major Assignment

Length: 3,500 words

Weight: 50 per cent of final mark

Due date: Tuesday at 5pm (Week 13)

Option A: Case Study

For this option, you have the opportunity to write a report on OHS management in a real workplace. Particularly in large organisations, it may not be possible to provide a comprehensive evaluation of the overall OHS management program. In these cases, you may have to confine your attention to a specific cluster of hazards in a particular department, unit or location within the organisation. If you are considering narrowing the scope of your analysis, discuss your plans with your lecturer or tutor first. Should you not have access to a suitable organisation, you should also contact your lecturer or tutor to discuss possible case study sites or pursuing *Option B* (see below).

To complete the case study, you will be required to do the following:

1. Observe and collect data on OHS management in the chosen workplace. As noted above, if it is a large organisation with a wide array of hazards, you may confine your attention to a particular organisational unit or to a particular set of chemical, physical, behavioural, organisational or environmental hazards. The exact nature of the hazards examined will, of course, depend on the workplace.
2. Based on your observations, the workplace data collected, relevant refereed journal articles, government reports, and other suitable sources (such as selective interviews), you should prepare a case study report. It must include the

following information and adopt the following structure:

- **Part 1: Overview of the workplace and its approach to OHS**

- a brief overview of the nature of the workplace and activities taking place within it (while carefully protecting its anonymity and confidentiality), including the size and composition of the workforce (age, ethnicity, job tenure, use of subcontractors, union presence or any other prominent feature)
- What approach has management adopted to OHS (not just in the workplace but the overall organisation if the workplace is part of a chain) in terms of the four management approaches specified in the management chapter in your text. All organisations will use some approach and larger ones are likely to use a mixture of approaches (though one or two will tend to dominate). You need to identify not only the approaches used but which dominate. This sets the context for later sections.

a brief description of your role in the organisation (or opportunity to observe and collect data if you are not an employee)

- **Part 2: The Array of Hazards and how they are being addressed:**

- a description of the hazard array in the workplace. If the workplace is large and complex you can focus on a part of the workplace or a particular set of hazards (though other hazards present should be mentioned to provide context). IN discussing these hazards you will need to draw on some of the academic OHS literature (including scientific/health journals) to demonstrate that you can locate and use this information appropriately
- a description of the **strategies currently used to identify and monitor** these hazards in the workplace (eg observation, surveillance, formal risk assessment, near miss reporting, worker involvement etc).

- **Part 3: Findings and Recommendations**

- Will identify any hazards that are not being addressed as yet or that are not being addressed adequately by the current management approach. You should assess the importance of each in terms of a simple risk assessment matrix (ie likelihood/frequency and scale of impact/effects). The section should concentrate on those requiring most urgent attention first. If there are number of smaller issues these can be dealt with more briefly thereafter.
- The discussion of hazards requiring attention (to some extent already prefigured by discussion in Part 2) should indicate briefly why attention is required and then outline a set of steps to addressing the hazard. The steps should be practical for the organisation (ie suggesting an small business hire an OHS consultant or engineer will not be practical in most cases) and suggest the general thrust of the changes to be made (ie pages of detail are not required).
- If you have identified hazards requiring attention this indicates there are limitations to management's present approach to OHS. Drawing on the

text and what you have learned in the course you should make recommendations about how management could improve its approach to OHS. Again, recommendations need to take account of the size and resources available to the organisation (ie large organisations can direct resources to small workplaces and methods for improving communication/worker involvement can be relatively informal in the case of small organisations).

- **Part 4: references and appendices (this may include useful photos not used in the text or OHS policy documents).**

When finalising your report please ensure you have done the following. The report is not merely descriptive but includes analysis that should identify the strengths and weaknesses of the existing management strategies and recommend appropriate means of dealing with the perceived weaknesses. It should consider methods of hazard identification and monitoring, as well as steps taken to mitigate the effects of identified hazards. It is important that the analysis has a coherent structure and presents arguments in a systematic and clear manner. Where possible arguments should be supported or referenced, drawing on the material, knowledge and skills you have acquired in the course. Your analysis should contain an introduction/executive summary that alerts the reader to the main findings and Part 3 should incorporate a conclusion in which the arguments are clearly summarised. Be sure to carefully define key terms and concepts and use the scientific literature effectively to support your arguments. You may also make judicious use of other sources to support your analysis:

- Official statistics produced by government agencies such as the *Australian Bureau of Statistics*, *WorkCover NSW* and other State authorities, and overseas OHS agencies (such as the *National Institute of Occupational Safety and Health* (NIOSH) in the USA and the *Health and Safety Executive* (HSE) in the UK).
- material safety data sheets (MSDSs)
- relevant legislation or guides to the requirements and implications of the relevant law

Careful redrafting (and planning prior to writing) is essential in the development of coherent structure. The suggested word length is 3,000 words (applies to main text only) but longer reports will not be penalised unless the additional length is the result of poor organisation, repetition and a failure to properly edit the report.

Grading

The assignment is designed to assess your capacity to identify an array of OHS hazards within a chosen workplace, critically evaluate existing management practices, and develop justifiable and appropriate recommendations for improving OHS management within the workplace. You will be graded on the quality of presentation and the extent to which it demonstrates a capacity to:

- identify hazards and carefully evaluate OHS management within the chosen workplace
- apply up-to-date knowledge from the scientific and (to a lesser extent) professional literature to the socially responsible analysis and resolution of the OHS problems identified

- develop clear, well-structured and incisive arguments substantiated by high-quality, relevant source material drawn from the scientific and technical literature.
- identify where workforce diversity or workplace change affect the management of OHS hazards and how to accommodate this in an ethical fashion.
- develop ethical and effective recommendations for improving OHS management and OHS outcomes
- construct a report which communicates your assessment and findings in a clear and effective fashion.

Option B: Critical review

If you cannot gain access to a suitable workplace, or encounter other barriers to doing the case study, you may complete this alternative assignment. If you choose this option, you will be required to write a detailed review and evaluation of the following book.

Hopkins, A. and Maslen, S. (2015) *Risky Rewards: How Company Bonuses Affect Safety*, Ashgate, Farnham Surrey.

You must provide an insightful and critical review of the book you have chosen, drawing on other sources (books, journal articles or government reports). It must clearly evaluate the central arguments, strengths and weaknesses of the book as a contribution to knowledge in OHS. You should also assess how, and to what extent, the book can contribute to improvements in the management of OHS.

The review should begin with a brief overview of the key content and arguments. Brief definitions of key concepts should be provided. This introduction must be followed by a section in which you present your central arguments about the book. In this analysis you should evaluate the book in relation to the current state of knowledge on the topic. For this purpose, it is vital that your analysis is strongly substantiated by other, carefully chosen references that effectively represent the relevant contemporary literature. At the end of the analysis, your overall assessment of the strengths and weaknesses of the book must be clearly summarised.

You are free to make your overall assessment praiseworthy or critical, or anything in between, so long as your analysis is balanced, well substantiated and incisive.

Note: You will undoubtedly find reviews of the book in academic and sometimes professional journals. These are a useful starting point but the essay must be your own assessment and it will need to be far more detailed than standard reviews. Close paraphrasing of reviews is not a substitute for your own analysis though citing some aspects as part of a wider debate is acceptable. Your review needs to focus on the book's contribution to OHS management.

Grading

Critical reviews will be graded against the general standard as case studies. You will be graded on the quality of presentation of your assignment and the extent to which it demonstrates a capacity to:

- briefly and clearly summarise the key arguments presented in the book you have selected to review

- identify and define key concepts
- identify and address issues of workforce diversity, workplace change and the ethical application of knowledge that are raised (directly or indirectly) by the book.
- apply up-to-date knowledge from the scientific literature, and where relevant, data from other sources (such as government reports), to the analysis and evaluation and place this in a social context that recognises change.
- develop clear, well-structured and incisive arguments substantiated by high-quality, relevant source material.
- reach socially responsible and clearly justified conclusions about the contribution of the book.

General Advice on Assignments

Whether you choose Option A or Option B, a good assignment will have several important characteristics. It will carefully analyse issues or problems raised by the topic and clearly define key terms and concepts. Following preliminary reading to gain some grasp of the topic area, you should focus on the themes to be developed in the assignment. It is vitally important that the assignment has a coherent structure that systematically deals with significant aspects of the topic. Subsection headings may be useful in this regard but they are not enough by themselves to provide structure and should not be overused. You should make notes on your reading at all stages, draft and redraft assignment plans, and allow time to redraft the entire document. The assignment should contain an introduction, a central section in which the core of the argument is developed and clear conclusions. It is neither adequate nor advisable to simply summarise everything that you have read about the topic. A good assignment will *a/ways* maintain its focus on the central issue(s) to be addressed. It will also contain your assessment of existing knowledge and will express your thoughts and conclusions clearly. Wherever possible, you should provide supporting evidence to substantiate your conclusions (usually by citing relevant academic journal articles). You should treat readings listed in this subject outline as an introduction. It is a necessary part of the assignment writing process for you to find and evaluate additional reference material. If, after attempting this, you are uncertain about particular sources, or you wish to discuss the structure of the essay, you should speak to your lecturer or tutor.

4.3 Assignment Submission Procedure

Assignments must be submitted in hard and soft copy by the date due (**Do not use Turn it in**). Requests for extension require exceptional circumstances and contact should be made with me prior to the submission date.

The hard copy of the major assignment is to be submitted at the School of Organisation and Management essay box in on the 5th level in the Business Scholl Building by the due date. For security students should also email me a copy of their assignment so long as it is not too large – UNSW email accounts have a 20mb limit).

4.4 Late Submission

Apart from exceptional circumstances late submission will attract a penalty of 5% per day beyond the due date. If a serious and unforeseen problem arises contact me by email as soon as possible.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

Text and Recommended Readings

The textbook for the course is

Quinlan, M. Bohle, P. & Lamm, F. (2010), *Managing occupational health and safety: A multidisciplinary approach*. 3rd Edition, Melbourne, Macmillan (Note: This edition is a significant revision of the 2nd edition so avoid buying cheap copies of the latter).

Recommended readings for the course are

Walters, D. Johnstone, R. Frick, K. Quinlan, M. Gringras, G. & Thebaud-Mony, A. (2011) *Regulating Work Risks: A comparative study of Inspection Regimes in Times of Change*, Edward Elgar Cheltenham, UK.

McCulloch, J. & Tweedale, G. (2008), *Defending the Indefensible: The Global Asbestos Industry and its Fight for Survival*, Oxford University Press, Oxford.

Tucker, E. (2006), *Working disasters: The politics of recognition and response*, Baywood, New York.

Web Sources

There are many OHS-related sites on the Web. The state and federal government agencies in Australia regulating work health and safety (and workers' compensation) all have websites where you can download reports, legislation and other relevant material (the national body is Safe Work Australia while the equivalent NSW body is WorkCover NSW). The same applies to government agencies in many other countries, including national research agencies (such as the National Institute of Occupational Safety and Health in the USA). The following is a list of sites that you may find useful. Most have a selection of hot links to other sites and they provide a useful pathway to some valuable OHS information (and some that are less valuable so be selective!):

UNSW Biomedical Library

http://www.library.unsw.edu.au/~biomed/subject/Occ_Health/occdatabases.html

Index of Occupational Health and Safety Resources on the Net

<http://oshweb.me.tut.fi/cgi-bin/oshweb.pl>

Safework Australia (successor to Australian Safety and Compensation Council and National Occupational Health and Safety Commission)

<http://safeworkaustralia.gov.au/>

NSW WorkCover Authority

<http://www.workcover.nsw.gov.au/>

WorkSafe Western Australia

<http://www.safetyline.wa.gov.au/>

Canadian Centre for Occupational Health and Safety

<http://www.ccohs.ca>

NIOSH (National Institute of Occupational Safety and Health, U.S.A.)

<http://www.cdc.gov/niosh/homepage.html>

OSHA (Occupational Safety and Health Administration, U.S.A.)

<http://www.osha.gov/>

Queensland Division of Workplace Health and Safety

<http://www.dir.qld.gov.au/workplace/index.htm>

American Society of Safety Engineers

<http://www.asse.org>

Australian Bureau of Statistics

<http://www.abs.gov.au/>

American Board of Industrial Hygiene

<http://www.abih.org/>

American College of Occupational and Environmental Medicine

<http://www.acoem.org/>

American Industrial Hygiene Association

<http://www.aiha.org/>

National Safety Council of Australia

<http://www.safetynews.com/>

Canadian Centre for Occupational Health and Safety

<http://www.ccohs.ca/>

Centres for Disease Control and Prevention (CDC-USA)

<http://www.cdc.gov/>

United States Chemical Safety and Hazards Investigation Board

<http://chemsafety.gov/>

European Agency for Occupational Safety and Health

<http://europe.osha.eu.int/>

European Foundation for Improvement in Working and Living Conditions

<http://www.eurofound.ie/>

Health and Safety Executive (United Kingdom)

<http://www.hse.gov.uk/>

International Agency for Research on Cancer

<http://www.iarc.fr/>

International Labour Organisation

<http://www.ilo.org/>

International Commission on Occupational Health

<http://www.icohweb.org/>

Canadian National OHS Website

<http://www.canoshweb.org/oshmainpage.html>

National Institute of Occupational Safety and Health (USA)

<http://www.cdc.gov/niosh/homepage.html>

Note: Some blogs also contain useful information and links to other sources such as media and government reports. This, like other internet material, should be used with caution as to the veracity of the source and the quality of the data. A useful Australian-based blog on OHS can be found at: <http://safetyatworkblog.wordpress.com>

Other Sources

To assist you in preparing your assignment the following journals contain relevant material on occupational health and safety. This list should not be seen as exhaustive:

American Industrial Hygiene Association Journal

American Journal of Industrial Medicine

American Journal of Public Health

Applied Ergonomics

Australian Journal of Labour Law

Australian Journal of Public Health

Ergonomics

International Archives of Occupational and Environmental Health

International Journal of Health Services

International Journal of Industrial Ergonomics

International Review of Industrial and Organizational Psychology

International Journal of Occupational and Environmental Health

Journal of Occupational and Environmental Medicine

Journal of Occupational Health Psychology

Occupational Medicine

Policy and Practice in Health and Safety

Safety Science

Scandinavian Journal of Work, Environment and Health

Work and Stress

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through myExperience responses (more informal feedback via email or directly is also welcome).

7 COURSE SCHEDULE

Lecture and Tutorial Summary and Dates

COURSE SCHEDULE			
Week	Lecture Topic	Tutorial Topic References	Other Activities/ Assessment
Week 1 27 February	Introduction to course and OHS – An overview	<i>NO TUTORIALS</i>	
Week 2 6 March	Perspectives on OHS	Introduction – allocation of presentation topics	
Week 3 13 March	Theories of Occupational Injury and the case of RSI	Perspectives on OHS	
Week 4 20 March	Occupational Health Hazards and the case of working hours	Occupational Injuries	
Week 5 27 March	Regulation and Prevention	Occupational Health	
Week 6 03 April	Workers' Compensation and Rehabilitation	Regulation & Prevention	
Week 7 10 April	Employer Approaches and Risk Management	Workers' Compensation	
Mid-semester break: Friday 14 – Saturday 22 April inclusive			
Week 8 24 April	<i>No classes – lectures or tutorials as Tuesday 25 April is Anzac Day public holiday</i>		
Week 9 1 May	<u>Class Test (no lecture)</u>	No tutorials	
Week 10 8 May	Worker Communication and Involvement	Management Approaches	Class test results
Week 11 15 May	Precarious Employment and Work Restructuring	Worker Involvement	
Week 12 22 May	Gender, Age and Ethnicity and OHS and Help with final reports/essays	Precarious Employment	

Week 13 29 May	No lecture (major project report/essay due)	Gender, Ethnicity & Age & OHS	Final report/ essay due date for submission
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LECTURE OUTLINE AND READINGS

Week 1: OHS - An Overview

Quinlan, Bohle and Lamm, Chapter 1.

Employment Conditions Knowledge Network (EMCONET) (2007) *Employment Conditions and Health Inequalities: Final Report to the WHO Commission on Social Determinants of Health (CSDH)*. Available at:

http://www.who.int/social_determinants/resources/articles/emconet_who_report.pdf

Matthews, L. Bohle, P. Quinlan, M. & Rawlings Way O. (2012) Traumatic death at work – consequences for surviving families, *International Journal of Health Services* 42(4):647-666.

Week 2: Perspectives on OHS

Quinlan, Bohle and Lamm, Chapter 2.

Quinlan, M. (1997), 'The Toll from Toil Does Matter: Occupational Health and Labour History', *Labour History* No.73 November 1997, 1-30 (see other papers in this special issue).

Abrams, K. (2001), 'A short history of occupational health', *Journal of Public Policy*, 22(1): 34-80.

Gochfeld, M. (2005), 'Occupational medicine practice in the United States since the industrial revolution', *Journal of Occupational and Environmental Medicine*, 47: 115-131.

Week 3: Occupational Injury Hazards and the case of musculoskeletal strain injuries

Bohle and Quinlan, Chapters 3 & 4.

Nichols, T. (1997), *The Sociology of Industrial Injury*, Mansell, London, pp. 145-169.

Hopkins, A. (2006), 'The Australian epidemic of Repetition Strain Injury: A sociological perspective', in E. Tucker, *Working disasters: The politics of recognition and response*, Baywood, New York, 65-76.

Dembe, A. (1996), *Occupation and Disease: How Social Factors Affect the Conception of Work-Related Disorders*, Yale University, New Haven.

Week 4: Occupational Health Hazards and the case of working hours

Quinlan, Bohle and Lamm, Chapters 5 & 6

Boivin, D. Tremblay, G. & James, F. (2007), 'Working on atypical schedules', *Sleep Medicine*, 8: 578-589.

Buxton, O. Quintiliani, L. Yang, M. Ebbeling, C. Stoddard, A. Pereira, L. Sorensen, G. (2009), 'Association of sleep adequacy with more healthful food choices and positive workplace experiences among motor freight workers', *American Journal of Public Health*, 99:S3:S636-643.

Chandola, T., Marmot, M. and Siegrist, J. (2007), 'Failed reciprocity in close social relationships and health: findings from the Whitehall II study', *Journal of Psychosomatic Research*, 63: 403–11.

Ferrie, J., Shipley, M., Marmot, M., Martikainen, P., Stansfeld, S. and Smith, G. (2001), 'Job insecurity in white-collar workers: Towards an explanation of associations with health', *Journal of Occupational Health Psychology*, 6(1):

Lewig, K.A. & Dollard, M.F. (2001), 'Social construction of work stress: Australian newsprint media portrayal of stress at work', *Work and Stress*, 15(2), 179-190.

Karasek, R. Baker, D., Marxer, F. Ahlbom, A. Theorell, T. (1981) 'Job decision latitude, job demands, and cardiovascular disease: a prospective study of Swedish men', *American Journal of Public Health*, 71: 694–705.

Philip Bohle, Harold Willaby, Michael Quinlan and Maria McNamara, (2011) Flexible work in call centres: Working hours, work-life conflict & health *Applied Ergonomics*, 42(2): 219-224.

McNamara, M. Bohle, P. and Quinlan, M. Working hours and work life conflict in the hotel industry, (forthcoming/published online) *Applied Ergonomics* 42(2):225-232.

Week 5: Regulation and Prevention

Quinlan, Bohle and Lamm, Chapter 7.

Richard Johnstone, Michael Quinlan and David Walters (2005), "Statutory OHS Workplace Arrangements for the Modern Labour Market", *Journal of Industrial Relations*, 47(1): 93-116.

Walters, D. Johnstone, R. Frick, K. Quinlan, M. Gringras, G. & Thebaud-Mony, A. (2011) *Regulating Work Risks: A comparative study of Inspection Regimes in Times of Change*, Edward Elgar Cheltenham, UK.

Gunningham, N. (2007), *Mine Safety: Law Regulation Policy*, Federation Press, Sydney.

Quinlan, M. (2007), Organisational Restructuring/Downsizing, OHS regulation and worker health and wellbeing *International Journal of Law and Psychiatry* 30:385-399.

Note: In 2011 the journal *Safety Science* published a special issue on regulating psychosocial issues which is worth accessing.

Week 6: Workers' Compensation and Rehabilitation

Quinlan, Bohle and Lamm, Chapter 8.

Purse, K. (1998), 'Workers' Compensation Policy in Australia: Best Practice or Lowest Common Denominator', *Journal of Industrial Relations*, 40(2):179-203.

Quinlan, M. & Mayhew, C. (1999) 'Precarious Employment and Workers' Compensation', *International Journal of Law and Psychiatry*, 22(5&6): 491-520.

Quinlan, M. (2004) 'Workers' Compensation and the Challenges Posed by Changing Patterns of Work: Evidence from Australia', *Policy and Practice in Health and Safety* 2004, 2(1): 25-52.

Flach, P. Groothoff, J. & Bultmann, U. (2013) 'Identifying employees at risk for job loss during sick leave' *Disability and Rehabilitation*, DOI: 10.3109/09638288.2012.760657

Note: A number of governments have undertaken reviews of their workers' compensation schemes. These are frequently downloadable from their agency

websites. For example the recent Tasmanian report is available at http://www.justice.tas.gov.au/_data/assets/pdf_file/0011/93584/clayton_report.pdf

Week 7: Employer Approaches and Risk Management

Quinlan, Bohle and Lamm, Chapter 10

Frick, K., Jensen, P., Quinlan, M. and Wilthagen, T. eds. (2000), *Systematic Occupational Health and Safety Management: Perspectives on an International Development*, Pergamon/Elsevier, Oxford. Chapters 1,2,9 & 17.

Mayhew, C. (2000), 'OHS in Australian 'micro' small businesses: evidence from nine research studies', *The Journal of Occupational Health and Safety, Australia and New Zealand*, Vol. 16 (4): 297-305.

Walters, D. (2001), *Health and Safety in Small Enterprises: European Strategies for Managing Improvement*, PIE-Peter Lang, Brussels.

Mid Semester Break – No Classes 14 April -22 April

Week 8: No Classes – Anzac Day

Week 9: Class Test – no lecture

Week 10: Worker Communication and Involvement

Quinlan, Bohle and Lamm, Chapter 9.

Frick, K., Jensen, P., Quinlan, M. and Wilthagen, T. eds. (2000), *Systematic Occupational Health and Safety Management: Perspectives on an International Development*, Pergamon/Elsevier, Oxford. Chapter 3.

Johnstone, R. Quinlan, M. & Walters, D. 2005 Statutory Occupational Health and Safety Workplace Arrangements and the Modern Labour Market, *Journal of Industrial Relations*, 47(1): 93-116.

Walters, D. & Nichols, T. (2007), *Worker Representation and Workplace Health and Safety*, Palgrave Mcmillan, Basingstoke.

Quinlan, M. & Johnstone, R. (2009), The implications of de-collectivist industrial relations laws and associated developments for worker health and safety in Australia, 1996-2007 *Industrial Relations Journal* 40(5): 426-443.

Walters, D. Quinlan, M. Johnstone, R. & Wadsworth, E. (2016), Cooperation or resistance? Representing workers' health and safety in a hazardous industry, *Industrial Relations Journal* 47:4, 379–395

Walters, D. Johnston, R. Quinlan, M. & Wadsworth, E. (2016) Safeguarding Workers: A Study of Health and Safety Representatives in the Queensland Coalmining Industry, 1990-2013,

Week 11: Precarious Employment & Work Restructuring

Aronsson, G., Gustafsson, K. and Dallner, M. (2000) 'Sick but yet at work: An empirical study of sickness presenteeism', *Journal of Epidemiology and Community Health*, 54: 502–9.

Aronsson, G., Dallner, M., Lindh, T. and Goransson, S. (2005) 'Flexible pay but fixed expense: personal financial strain among on-call employees', *International Journal of Health Services*, 35(3): 499–528.

Hasle, P. (2007), Outsourcing and Employer Responsibility: A Case Study of Occupational Health and Safety in the Danish Public Transport Sector, *Relations Industrielles*, 62(1): 96-117.

Lewchuk, W., Clarke, M. and de Wolff, A. (2008) 'Working without commitments: precarious employment and health', *Work, Employment & Society*, 22(3): 387–406.

Quinlan, M. Mayhew, P. & Bohle, P. (2001) The Global Expansion of Precarious Employment, Work Disorganisation and Occupational Health: A Review of Recent Research, *International Journal of Health Services*, 31(2):335-414. (118 citations)

Quinlan, M. Mayhew, P. & Bohle, P. (2001) The Global Expansion of Precarious Employment, Work Disorganisation and Occupational Health: Placing the Debate in a Comparative Historical Context, *International Journal of Health Services*, 31(3):507-536.

Quinlan, M. & Bohle, P. (2008) 'Under pressure, out of control or home alone? Reviewing research and policy debates on the OHS effects of outsourcing and home-based work' *International Journal of Health Services* 38(3): 489-525.

Quinlan, M. & Bohle, P. (2009) "Over-stretched and Unreciprocated Commitment: Reviewing research on the OHS effects of downsizing and job insecurity" *International Journal of Health Services*, 39(1): 1-44.

Underhill, E. and Quinlan, M. (2011) How precarious employment affects health and safety at work: the case of temporary agency workers. *Relations Industrielles* 66(3):397-421.

Week 12: Gender, Ethnicity & Age and OHS and Assistance with final assignment (project or essay)

After the lecture I will assist students with their project or critical essay. It is important to bring an advanced draft of your project or essay for me to examine and comment on in terms of overall appropriateness and any problems/deficiencies that need to be addressed. This provides an opportunity to gain feedback and make corrections/revisions prior to final submission. Students are strongly encouraged to avail themselves of this opportunity.

Quinlan, Bohle and Lamm, check index for sections relating to immigrants, age and women (especially chapters 1,3 & 5 but also chapters on regulation)

Gender references (note there is overlap with ethnicity)

Boyd, C. (2002), 'Customer violence and employee health and safety', *Work, Employment and Society*, 16(1): 151-69.

Lipscomb, H. Kucera, K. Epling, C. & Dement, J. 2008 Upper extremity musculoskeletal symptoms and disorders among a cohort of women employed in poultry processing, *American Journal of Industrial Medicine* 51: 24-36.

Siefert, A. & Messing, K. 2006 Cleaning Up After Globalization: An Ergonomic Analysis of the Work Activity of Hotel Cleaners *Antipode* 557-578.

LaMontagne, A. Smith, P., Louie, A., Quinlan, M., Shoveller, J. & Ostry, A. (2009), Unwanted sexual advances at work: variations by employment arrangement in a sample of working Australians *Australian and New Zealand Journal of Public Health*, 33(2): 173-179.

Messing, K., (1998), *One-eyed science: Occupational health and women workers*, Temple University Press, Philadelphia.

Ethnicity references

Cho, C. Oliva, J. Swertzer, E. Neuvarez, J. Zandoni, J. & Sokas, R. 2007 An interfaith workers' centre approach to workplace rights: Implications for workplace safety and health, *Journal of Occupational and Environmental Medicine* 49(3): 275-281.

Dong, X. & Platner, J. 2004 Occupational fatalities of Hispanic construction workers from 1992 to 2000, *American Journal of Industrial Medicine* 45: 45-54.

Azaroff, L. Levenstein, C. & Wegman, D. (2003), 'Occupational Health of South East Asian Immigrants in a US city: A comparison of data sources', *American Journal of Public Health*, 93(4): 593-598.

Sargeant, M. & Tucker, E. (2009) Layers of vulnerability in occupational safety and health for migrant workers: case studies from Canada and the UK *Policy and practice in health and safety* 7(2): 51-74.

Quandt, S. Grzywacz, J. Marin, A. Carrillo, L. Coates, M. Burke, B. & Arcury, T. 2006 Illnesses and injuries reported by Latino poultry workers in western North Carolina, *American Journal of Industrial Medicine*, 49: 343-351.

Agudelo-Suarez, A. Gil-Gonzalez, D. Ronda-Perez, E. Porthe, V. Paramio-Perez, G. Garcia, A. & Garri, A. (2009) Discrimination, work and health in immigrant populations in Spain *Social Science & Medicine* 68: 1866-1874.

Toh, S. & Quinlan, M. (2009), Safeguarding the global contingent workforce? Guestworkers in Australia, *International Journal of Manpower*, 30(5): 453-471.

Age and OHS references

Quinlan, Bohle and Lamm, check index for sections relating to young workers, older workers, ageing and OHS (especially chapters 1,3 & 5 but also chapters on regulation)

Breslin, F. & Smith, P. (2006). 'Trial by fire: a multivariate examination of the relation between job tenure and work injuries', *Occupational and Environmental Medicine*, 63: 27-32.

Griffith, A. (2007), 'Healthy work for older workers: Work design and management factors' in Loretto, W. Vickerstaff, S. & White, P. eds. *The future for older workers: New perspectives* Policy Press, Bristol, 121-137.

Ilmarinen, J.E. (2001), 'Ageing workers', *Occupational and Environmental Medicine*, 58, 546-552.

Bohle, P. Pitts, C. Quinlan, M. (2010), Calling it Quits: Older workers, contingent employment, safety and health *International Journal of Health Services*, 40(1): 23-41

Mayhew, C. and Quinlan, M. (2002), 'Fordism in the fast food industry: pervasive management control and occupational health and safety risks for young temporary workers', *Sociology of Health and Illness*, 24(3): 261-84.

Tucker, S. & Turner, N. (2011), 'Young worker safety behaviors: Development and validation of measures', *Accident Analysis and Prevention* 43 (2011) 165-175.

O'Connor, T. Loomis, D. Runyan, C. Abboud dal Santo, J. & Schulman, M. 2005 Adequacy of health and safety training among young Latino construction workers *Journal of Occupational and Environmental Medicine*, 47: 272-277.

TUTORIAL PROGRAM

WEEK 1

No Tutorial

WEEK 2

Topic: Welcome / Selection of Presentation Topics / Overview of Tutorial Program

WEEK 3

Topic: *Perspectives on OHS*

Questions for discussion

1. Briefly describe the role and contribution of ergonomics or occupational medicine/epidemiology to OHS.
2. Using two examples indicate how different disciplinary perspectives lead to different prescriptions for resolving OHS problems.

WEEK 4

Topic: *Occupational Injury and RSI*

Questions for discussion

1. An ergonomist, psychologist and sociologist have each been asked to suggest ways to reduce the level of back injury amongst labourers on a large construction site. What factors are each likely to identify as possible sources of such injuries?
2. Why have strain or overuse injuries proved to be so contentious?

WEEK 5

Topic: *Occupational Disease/Illness and hours of work*

Questions for discussion

1. What has Karasek's job strain model (also known as the demand-control-support model) **or** Siegrist's Effort Reward Imbalance model contributed to understanding of hazardous types of work organisation?
2. How does the duration/length and irregularity of working-hours impact on OHS? Can worker influence on working-hours arrangements mitigate these effects?

WEEK 6

Topic: *OH&S Law - Prevention*

Questions for discussion

1. Who is a person conducting a business or undertaking (PCBU) under OHS legislation in Australia? Why are general duty provisions an important part of modern OHS laws?
2. What is the significance of using the terms 'work' and 'worker' rather than 'employee' and 'employment' in the Australian model OHS legislation?
3. What is the difference between performance standards, process standards and prescriptive/specification standards? Is maintaining all three types of standards warranted?

WEEK 7

Topic: *OH&S Law - Compensation and Rehabilitation*

Questions for discussion

1. Discuss either the coverage or cost pressure challenges facing workers' compensation regimes in Australia and other countries.
2. What factors influence return to work after injury?

Mid Semester Break – No Classes 14 April -22 April

WEEK 8 **No class – Anzac Day**

WEEK 9 **Week of class test – no tutorials**

WEEK 10

Topic: *Management Approaches to OHS*

Questions for discussion

1. Is Behaviour-Based Safety adequate as a basis for an OHS management system?
2. What can cause OHS management systems to fail? What lessons can be drawn from this?

WEEK 11

Topic: *Worker involvement in OHS*

Questions for discussion

1. What factors influence the extent of worker involvement in OHS?
2. Referring to research discuss what factors determine the effectiveness of worker health and safety representatives.

WEEK 12

Topic: *Precarious employment and work restructuring*

Questions for discussion

1. What does evidence suggest with regard to the OHS effects of organisational restructuring?
2. Is temporary agency work (labour hire) a greater risk to OHS than temporary workers hired directly by an employer?
3. Why is subcontracting seen as a potentially hazardous form of work arrangement?

WEEK 13

Topic: *Gender, Ethnicity & Age and Occupational Health & Safety*

Questions for discussion

1. Why do OHS issues affecting women warrant specific attention?
2. Are some categories of foreign workers at greater OHS risk?
3. What issues affecting young workers **or** older workers warrant specific attention?

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz:
<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
<https://www.business.unsw.edu.au/students/resources/learning-support>
The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: edu@unsw.edu.au.
- **Business Student Centre**
<https://www.business.unsw.edu.au/students/resources/student-centre>
Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre**
www.lc.unsw.edu.au
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library services and facilities for students**
<https://www.library.unsw.edu.au/study/services-for-students>
- **IT Service Centre:**
<https://www.it.unsw.edu.au/students/index.html>
Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.
- **UNSW Counselling and Psychological Services**
<https://student.unsw.edu.au/wellbeing>
Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au
- **Disability Support Services**
<https://student.unsw.edu.au/disability>
Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au

Tutorial Presentation Assessment:

MGMT2724 HEALTH AND SAFETY AT WORK

NAME _____

STUDENT NUMBER _____

PRESENTATION

CRITERIA	E	VG	G	S	US
Relevance to the topic & readings					
Evidence of wider research					
Degree to which discussion is directed & provoked					
Quality of structure & delivery					
Conceptual clarity/understanding and critical analysis					

COMMENTS _____

MARK _____