
HAS 968: Human and Organisational Performance

Subject Outline

6 credit points

Subject Information

Autumn, 2026, Wollongong

Flexible

Flexible Delivery A combination of online and on-campus or location based components where the on-campus/location component is compulsory

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

Teaching Staff

Teaching Role	Coordinator
Name	Dr David Noi
Telephone	(02) 4221 3422
Email	dnoi@uow.edu.au
Room	29.123
Consultation Times	Monday 10:00 - 12:00 (Appointment by email only) Thursday 10:00 - 12:00 (Appointment by email only)

Teaching Role	Lecturer
Name	Dr David Noi
Telephone	(02) 4221 3422
Email	dnoi@uow.edu.au
Room	Building 29.123
Consultation Times	Monday 10:00 - 12:00 (Appointment by email only) Thursday 10:00 - 12:00 (Appointment by email only)

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Guiding Communication Principles for Students

Moodle Announcements will be the primary platform for communication of general information to students

- Students should ensure they regularly check the main announcements forum at the top of each subject's Moodle site. Information distributed via a Moodle Announcement MAY not be duplicated on any other forum on the Moodle site.
- Moodle Discussion forums pertinent to specific assignments will be used but will not replace or be used for overarching subject announcements.
 - Assignment discussion forums for specific assignments will be clearly labelled in the forum description to identify the purpose of the forum (e.g. 'Please ask any questions you have about Assessment Task 1 in this discussion forum') - students should check and ask any assignment questions on these forums and not through email.
 - The Moodle assignment discussion forums should always be used in the first instance when inquiring about assessment tasks.
- It is the student's responsibility to check all subject Moodle sites regularly for information and notifications.

SOLS messages will be used for all central communication relating to the following:

- Administrative matters relating to student enrolment
- Critical information relating to course or subject, e.g. Changes to assignments, policy updates, class cancellations or changes
- Timetable information
- Security and emergency information
- Students are encouraged to check SOLS messages daily as these messages are often of high priority

SOLS and Moodle announcements can NOT be responded to.

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

Copyright

Commonwealth of Australia

Copyright Regulations 1969

© 2026 University of Wollongong

The original material prepared for this guide is covered by copyright. Apart from fair dealing for the purposes of private study, research, criticism or review, as permitted under the Copyright Act, no part may be reproduced by any process without written permission.

Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

Table of Contents

Section A: General Information	7
Learning Outcomes	7
Subject Learning Outcomes	7
Subject Description	7
Course Handbook	7
Subject Details: Practical Activities, eLearning, Readings and Materials	7
Subject eLearning	7
Safety Guidelines	7
APPLIED Work Integrated Learning	8
Additional Subject Details	8
Using Generative Artificial Intelligence (GenAI)	8
Major Text(s)	8
Recommended Readings and Other Resources	9
Additional Materials	10
Lectures, Tutorials and Attendance Requirements	10
Lecture Times *	10
Lecture Program *	10
Additional Lecture Comments	13
Recording of Teaching and Learning Activities	14
Your Privacy - Recording of Teaching and Learning	14
Recent Improvements to Subject	14
Extraordinary Changes to the Subject Outline	15
Learning Analytics	15
Section B: Assessment	16
Assessment Summary	16
Additional Assessment Information	21
Minimum Requirements to Pass this Subject	22
Hurdle Assessment	22
UOW Grade Descriptors	22
Assessment Learning Outcome Matrix	22
Submission, Retention and Collection of Written Assessment	23
Extensions	23
Late Submission of Assessment Tasks and Penalties	23
Collection	23
Retention	24
Scaling	24
Supplementary Assessment	24
Review and Appeal of Academic Decisions	24
Assessment Quality Cycle	24
Academic Integrity	24
Referencing	25
Section C: General Advice for Students - Policies and Procedures	26
Student Services and Support	26
Student Support Coordinator (SSC)	26
Student Advocacy Service	26
AskUOW	26
Library Services	27
Academic Integrity Policy	27
Code of Practice - Research	27
Honours Policy	27
The Code of Practice - Work Integrated Learning (Professional Experience)	27
Copyright Policy	27
Course Progress Policy	27
Examination Rules and Procedures	27
Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects	27

Coursework Rules	28
Human Research Ethics	28
Inclusive Language Guidelines	28
Intellectual Property Policy.....	28
Review and Appeal of Academic Decisions Policy	28
Student Academic Consideration Policy.....	28
The Student Charter - Your Rights and Responsibilities	28
Student Assignment of Intellectual Property (IP) Policy	28
Student Conduct Rules.....	29
Teaching and Assessment: Assessment and Feedback Policy	29
Teaching and Assessment: Code of Practice - Teaching.....	29
Teaching and Assessment: Subject Delivery Policy	29
Workplace Health & Safety Policy	29

Section A: General Information

Learning Outcomes

Subject Learning Outcomes

On successful completion of this subject, students will be able to:

1. Evaluate selected models of behaviour theory and factors influencing organisational culture and workplace health and safety.
2. Critically analyse OHS management systems, identify areas for improvement and justify recommendations for change.
3. Using expert judgement, knowledge and skills, apply theoretical concepts to real world case studies and prepare relevant report/presentation to effectively communicate with specialist and non-specialist audiences.
4. Demonstrate advanced professional non-technical skills to transmit knowledge, ideas and skills to others.

Subject Description

This is a core subject for the Master of Occupational Health & Safety. It is also offered as a stand alone short course.

“Human and Organisational Performance” provides the student with organisational culture and leadership theories, concepts and strategies to understand, influence and proactively lead advanced safety management systems within a workplace.

The content provides the student with basic concepts from the Body of Knowledge for Occupational Health and Safety Professionals (Generalist level of OHS Professionals) as prescribed by the Accrediting Body for tertiary Occupational Health & Safety courses, the Australian OHS Accreditation Board (AOHSEAB).

This subject will introduce students to:

- 1) Organisational culture and leadership theories, concepts and skills
- 2) Case studies on a wide range of innovative OHS practices in organisations
- 3) Coaching and mentoring techniques for influencing organisational change
- 4) The application of specialised theories and knowledge to critically analyse a multi-dimensional virtual organisation
- 5) Expert practitioners in the field through forums and panel discussions

Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

Subject Details: Practical Activities, eLearning, Readings and Materials

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

Safety Guidelines

The rules below are general rules that are required when participating in labs or practical activities. Before commencing these activities you are to ensure that you understand specific procedures and policy related to safety.

- All first year students undertaking Chemistry (CHEM101/102/104/105) must complete the Moodle WHS Induction (see the subject Moodle site for more details below)
- Before commencing any activity you are to ensure that you understand specific procedures and policy related to the lab in which you work and safety in general.
- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any experiments/practical work. These materials will be made available by the lab supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.
- All Reasonable Adjustment cases (Access Plans) must be discussed with the Subject Coordinator prior to commencing the activity.
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.

APPLIED Work Integrated Learning

This subject has 'Applied WIL'. Students in this subject will experience both coursework and a work-related opportunity that typically includes interaction and feedback with industry professionals.

Additional Subject Details

Nil

Using Generative Artificial Intelligence (GenAI)

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

Major Text(s)

- Bratton, J 2021, *Work and Organizational Behaviour*, 4th edn, Macmillan international, London, England. (This is available as an ebook via library and can be accessed at https://uow.primo.exlibrisgroup.com/permalink/61UOW_INST/ihdge1/alma991003362208006666)
- Carrillo, RA 2019, *The Relationship Factor in Safety Leadership, Achieving Success through Employee Engagement*, 1st edn, Routledge, Abingdon, Oxon. (This is available as an ebook via the library and can be accessed at https://uow.primo.exlibrisgroup.com/permalink/61UOW_INST/ihdge1/alma991003409281306666)
- Conklin, T 2019, *The 5 Principles of Human Performance*, PreAccident Media.
- Dekker, S 2018, *The Safety Anarchist: Relying on Human Expertise and Innovation, Reducing Bureaucracy and Compliance*, 1st edn, Routledge, Milton. (This is available as an ebook via the library and can be accessed at https://uow.primo.exlibrisgroup.com/permalink/61UOW_INST/ihdge1/alma991003409794006666)
- Hopkins, A 2019, *Organising for safety: how structure creates culture*, 1st edn, CCH Australia Limited, Sydney, NSW. (This is available in the library)

- Long, I 2022, *Essentials of Safety, Maintaining the Balance*, 1st edn, CRC Press, Boca Raton, Florida. (This is available as an ebook via the library and can be accessed at https://uow.primo.exlibrisgroup.com/permalink/61UOW_INST/ihdge1/alma991003408472206666)
- Provan, D 2022, *A Field Guide to Safety Professional Practice*, 2nd edn, Safety Futures Limited, Australia

Recommended Readings and Other Resources

Books

- Boyle, T 2019, *Health and Safety: Risk Management*, 5th edn, Routledge, Abingdon, Oxon. (This is available as an ebook via the library at https://uow.primo.exlibrisgroup.com/permalink/61UOW_INST/1a3f0tj/alma991003409555906666)
- Hopkins, A 2005, *Safety, Culture and Risk: The Organisational Causes of Disasters*, 1st edn, CCH Australia Limited, Sydney, NSW. (This book is available in the library)

Standards (available through UOW Library)

- International Organization for Standardization 2009, *Risk management - risk assessment techniques*, IEC/ISO 31010:2009, ISO, Switzerland.
- International Organization for Standardization 2018a, *Risk Management Guidelines*, ISO 31000:2018, ISO, Switzerland.
- International Organization for Standardization 2018b, *Occupational health and safety management systems*, ISO 45001:2018, ISO, Switzerland.
- Standards Australia 2010, *Communicating and consulting about risk*, SA/SNZ HB 327:2010, Standards Australia, Sydney.
- Standards Australia 2013a, *Risk management - Guidelines on risk assessment techniques*, SA/SNZ HB 89-2013, Standards Australia, Sydney.
- Standards Australia 2013b, *Risk management guidelines - Companion to AS/NZS ISO 31000:2009*, SA/SNZ HB 436:2013, Standards Australia, Sydney.
- Standards Australia 2017, *Managing health-and-safety-related risks*, SA/SNZ HB 205:2017, Standards Australia, Sydney.

OHS Body of Knowledge

- HASPA (HEALTH AND SAFETY PROFESSIONALS ALLIANCE).2012. *The Core Body of Knowledge for Generalist OHS Professionals*. Tullamarine, VIC. Safety Institute of Australia.

Access Chapters at: <http://www.ohsbok.org.au/download-the-body-of-knowledge/>

- Australian Institute of Health and Safety 2019, 'Professional attributes: Ethics and Professional Practice' in P Pryor (ed.), *HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals*, Tullamarine, VIC, Safety Institute of Australia.
- Bofinger, C, Hayes, J, Bearman, C & Viner, D 2019, 'Risk: OHS Risk and Decision Making' in P Pryor (ed.), *HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals*. Tullamarine, VIC, Safety Institute of Australia.
- Borys, D 2019, 'Organisational Culture: A search for meaning' in P Pryor (ed.), *HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals*. Tullamarine, VIC, Safety Institute of Australia.
- Borys, D 2014, 'Appendix Organisational Culture: Thematic analysis of data from interviews and focus groups' in P Pryor (ed.), *HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals*. Tullamarine, VIC, Safety Institute of Australia.
- Griffiths, M & Burlington, D 2020, 'The Organisation' in P Pryor (ed.), *HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals*. Tullamarine, VIC, Safety Institute of Australia.

- Provan, D & Rae, D 2020 'Systems: Rules and Procedures' in P Pryor (ed.), *HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals*. Tullamarine, VIC, Safety Institute of Australia.

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Additional Materials

Podcasts

- Barrett, A 2016-2020, *Safety On Tap*, podcast, 1 August 2024, viewed 13 January 2026, <<https://www.safetyontap.com>>.
- Conklin, T 2015-2026, *Pre-accident Investigation*, podcast, 3 January, viewed 12 January 2026, <<https://preaccidentpodcast.podbean.com>>.
- Provan, D 2019-2025, *The Safety of Work*, podcast, 23 November 2025 viewed 14 January 2026, <<https://safetyofwork.com>>.

Lectures, Tutorials and Attendance Requirements

Lecture Times *

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

Lecture Program *

Week	Commencing	Topics Covered	Readings
1	02 Mar 2026	1 Introduction 2 Five Principles of HOP 3 Story Telling	<p>Non-compulsory Zoom Session 4:00 - 5:00 pm Thursday</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Read your Subject Outline to open Week 1 module • Commence reading and preparing your work for Assessment 1 • Read content to prepare for zoom session <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Conklin, T 2019, <i>The 5 Principles of Human Performance</i>, Pre-Accident Investigation Media. • Hayes, J & Maslen, S 2015, 'Knowing stories that matter: learning for effective safety decision-making', <i>Journal of Risk Research</i>, vol. 18, no. 6, pp. 714-726. • McHugh, K & Klockner, K 2020, 'Learning from rail safety storytelling: Telling safety like it is', <i>Safety Science</i>, vol. 122, p. 104524 • Williams, J & Roberts, S 2018, 'Integrating the best of BBS & HOP: A Holistic Approach to Improving safety performance', <i>Professional Safety</i>, vol. 63, no. 10, pp. 40-48. <p>See Moodle site for full details relating to this week's activities and readings.</p>

2	09 Mar 2026	4 Learning Teams 5 Adult Learning	<p>Non-compulsory Zoom Session 4:00 - 5:00 pm Thursday</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Read content to prepare for zoom session • Start working on Assessment 2 <p>Assessments Due:</p> <ul style="list-style-type: none"> • A1 due 9:00am 9/3/26 <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Boltz, M, Schulkind, M & Kantra, S 1991, 'Effects of background music on the remembering of filmed events', <i>Memory & cognition</i>, vol. 19, no. 6, pp. 593-606. • Krouse, JE 2025, 'Leadership Learning Teams: The New Paradigm of Safety Committees', <i>Professional Safety</i>, vol. 70, no. 6, pp. 41-46 • Sipos, Y, Battisti, B & Grimm, K 2008, 'Achieving transformative sustainability learning: engaging head, hands and heart', <i>International journal of sustainability in higher education</i>, vol. 9, no. 1, pp. 68-86. • Umejima, K, Ibaraki, T, Yamazaki, T and Sakai, KL 2021, 'Paper notebooks vs. mobile devices: Brain activation differences during memory retrieval', <i>Frontiers in Behavioral Neuroscience</i>, vol. 15, p. 634158. <p>See Moodle site for full details relating to this week's activities and readings.</p>
3	16 Mar 2026	6 How Organisations Work	<p>Non-compulsory Zoom Session 4:00 - 5:00 pm Thursday</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> • Read content to prepare for zoom session <p>Assessments Due: None</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Bratton, J 2015, 'Chapter 15: Structure' in <i>Introduction to work and organizational behaviour</i>, 3rd edn, Basingstoke Palgrave Macmillan, New York, pp. 399-428. • Garcia-Perez, A & Mitra, A 2007, 'Tacit knowledge elicitation and measurement in research organisations: A methodological approach', <i>Electronic Journal of Knowledge Management</i>, vol. 5, no. 4, pp. 373-386 • Fraser, SJ & Colgan, D 2017, 'Golden safety rules: are they keeping us safe?', <i>The APPEA Journal</i>, vol. 57, no. 1, pp. 41-48. • Hopkins, A 2006, 'Studying organisational cultures and their effects on safety', <i>Safety science</i>, vol. 44, no. 10, pp. 875-889. • Hopkins, A 2007, 'The problem of defining high reliability organisations', <i>National Research Center for Occupational Safety and Health Regulation</i>, January • Hopkins, A 2019, <i>Organising for Safety: how structure creates culture</i>, CCH Australia Limited, Sydney, NSW. • Long, I 2017, <i>Simplicity in Safety Investigations: A Practitioner's Guide to Applying Safety Science</i>, 1st edn, Taylor and Francis, London. • Provan, D & Rae, D 2020, 'Rules and Procedures' in P Pryor (ed.), <i>HaSPA (Health and Safety Professionals Alliance), The Core Body of Knowledge for Generalist OHS Professionals</i>. Tullamarine, VIC, Safety Institute of Australia, pp. 4-8

			<ul style="list-style-type: none"> Schein, EH 1984, 'Coming to a new awareness of organizational culture', <i>Sloan management review</i>, vol. 25, no. 2, pp. 3-16. <p>See Moodle site for full details relating to this week's activities and readings.</p>
4	23 Mar 2026	7 Humans in the Workplace	<p>Non-compulsory Zoom Session 4:00 - 5:00 pm Thursday</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> Read content to prepare for zoom session <p>Assessments Due: None</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Boyle, T 2015, <i>Health and safety: risk management</i>. Routledge, pp. 145-212. <p>See Moodle site for full details relating to this week's activities and readings.</p>
5	30 Mar 2026	8 Safety Leadership	<p>Non-compulsory Zoom Session 4:00 - 5:00 pm Thursday</p> <p><u>Activities:</u></p> <ul style="list-style-type: none"> Read content to prepare for zoom session Start working on Assessment 4.1 <p>Assessments Due: None</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Bass, BM 1999, 'Two decades of research and development in transformational leadership', <i>European journal of work and organizational psychology</i>, vol. 8, no. 1, pp.9-32. Cooper, D 2015, 'Effective Safety Leadership: Understanding Types & Styles That Improve Safety Performance', <i>Professional Safety</i>, vol. 60, no. 2, pp. 49-53. Griffin, MA & Hu, X 2013, 'How leaders differentially motivate safety compliance and safety participation: The role of monitoring, inspiring, and learning', <i>Safety science</i>, vol. 60, pp.196-202. Lane, KE, McCormack, TJ & Richardson, MD 2013, 'Resilient leaders: Essential for organizational innovation', <i>International Journal of Organizational Innovation</i>, vol. 6, no. 2. Luria, G & Morag, I 2012, 'Safety management by walking around (SMBWA): A safety intervention program based on both peer and manager participation', <i>Accident Analysis & Prevention</i>, 45, pp.248-257. Mullen, J, Kelloway, EK & Teed, M 2011, 'Inconsistent style of leadership as a predictor of safety behaviour', <i>Work & Stress</i>, vol. 25, no. 1, pp. 41-54. Mullen, J, Thibault, T & Kelloway EK 2024, 'Occupational health and safety leadership', in LE Tetrick, GG Fisher, MT Ford & JC Quick (eds), <i>Handbook of occupational health psychology</i>, 3rd edn, pp. 501-516, American Psychological Association, viewed 20 January 2026, <https://doi.org/10.1037/0000331-025>. <p>See Moodle site for full details relating to this week's activities and readings.</p>
6	06 Apr 2026	9 Influencing and Communicating	<p>Non-compulsory Zoom Session 4:00 - 5:00 pm Thursday</p> <p><u>Activities:</u></p>

		10 Tools	<ul style="list-style-type: none"> Read content to prepare for zoom session <u>Assessments Due:</u> <ul style="list-style-type: none"> A2 due 11:30 pm Sunday 12/4/26 A4.1 due 11:30 pm Sunday 12/4/26 (start of Block Week) <u>Readings:</u> <ul style="list-style-type: none"> Bratton, J 2021, <i>Work and organizational behaviour</i>, 4th edn, Macmillan international, London, England. Standards Australia 2010, <i>Communicating and consulting about risk</i>, SA/SNZ HB 327:2010, Standards Australia, Sydney. (NB: This was withdrawn in 2024 and not available in SAI Global but I will have a copy uploaded in Moodle for you) <p>See Moodle site for full details relating to this week's activities and readings.</p>
7	13 Apr 2026	Block Week - COMPULSORY ON CAMPUS , 13-15 April 2026	<p>No Zoom Session this week due to on-campus activities. In-class activities will include:</p> <ul style="list-style-type: none"> Yarning Circle/Story Telling Lego Serious Play Current Research at UOW Learning Teams Digital Literacy Case Study - Leadership Activity Forums (one per day) <u>Assessments Due:</u> <ul style="list-style-type: none"> A2 - E Portfolio. Due 11:30 pm Sunday 12/4/26 A4.1 - Due 11:30 pm Sunday 12/4/26 A4.2 - Due 5:00pm 15/4/25
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	No lectures	Assessments Due: None
9	04 May 2026	No lectures	Online consultation on Zoom - 4:00 pm Thursday Activities Due: None
10	11 May 2026	No lectures	<u>Assessments Due:</u> <ul style="list-style-type: none"> A3 due 9:00am 11/5/26
11	18 May 2026	No lectures	Online consultation on Zoom - 4:00 pm Thursday Activities Due: None
12	25 May 2026	No lectures	<u>Assessments Due:</u> <ul style="list-style-type: none"> A5 due 9:00am 25/5/26
13	01 Jun 2026	No lectures	Zoom Session 4:00 pm Thursday - on request Activities Due: None
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

* The above times and program may be subject to change. Students will be notified of any change via SOLS.

Additional Lecture Comments

Additional details on the lecture program can be found in the HAS 968 Moodle site

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

Subject Outline Version Control

Version history and subject improvements

6th edition	Dr David Noi, School of Medicine, Indigenous and Health Sciences, UOW <ul style="list-style-type: none">• Incorporated the use of Gen AI for assessments• Updated references to include current peer reviewed articles and books• Minor formatting	Jan 2026
5 th edition	Leanne Treadwell, School of Health and Society, UOW	Feb 2025

	Minor updates and formatting Minor updates of references to improve currency of sources.	
4 th edition	Leanne Treadwell, School of Health and Society, UOW Minor changes to assessment weightings and assessments to provide improved feedback to students before commencing Assessment 2 (e-portfolio) Minor updates of references to improve currency of sources.	Feb 2024
3 rd edition	Leanne Treadwell, School of Health and Society, UOW Minor updates of references to improve currency of sources.	Feb 2023
2 nd edition	Leanne Treadwell, School of Health and Society, UOW Minor updates and formatting	Feb 2022
1 st edition	Leanne Treadwell, School of Health and Society, UOW subject is being offered	First time Feb 2021

Extraordinary Changes to the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Reflection	10%
Assessment 2	Portfolio	20%
Assessment 3	Participation	20%
Assessment 4	Presentation	20%
Assessment 5	Report	30%
	TOTAL MARKS	100%

Please note: Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Assessment 1: Reflection - Reflection and short story

Marking Criteria	<p>This assessment has two components, a reflection and a safety story.</p> <ul style="list-style-type: none"> • A1.1 - Reflection (5%) - Due 9:00am 9/3/26 <ul style="list-style-type: none"> ○ Evidence of learning in reflection (30%) ○ Academic Artifacts (30%) ○ Personalisations and connections (20%) ○ Writing style, including referencing (10%) ○ Layout and design (10%) • A1.2 - Safety Story (5%) - Due 9:00am 9/3/26 <ul style="list-style-type: none"> ○ Story setting and context (20%) ○ Problem/challenge (20%) ○ Resolution/reflection (20%) ○ Relevance/importance (20%) ○ Writing style (10%) ○ Layout and design (10%)
Length	<p>A1.1 The written activity is a total of 300-500 words, excluding references. A1.2 The written activity is a total of 300-500 words, excluding references.</p>
Weighting	10%
Assessment Due	09 Mar 2026 (Monday in Session Week 2)
Type of Collaboration	Individual assessment
Style and format	<p><u>When using MS Word, the following applies:</u> Font Size: 12 Line Spacing: Double</p> <p>See Moodle site for more details</p>
Generative AI use	<p>Yes. You can use Generative AI in these assessments for the following:</p> <ul style="list-style-type: none"> • Grammar check, paraphrasing or creating images <p>The use of Gen AI must be declared - see Moodle site for more guidance.</p>
Assessment submission	Online via Moodle site.

	<p>Final submission time: 09:00am</p> <p>Microsoft Word Documents (.doc or .docx) and PowerPoint (.ppt or .pptx) are acceptable. No PDF files will be accepted. Save your file using the following convention: <Surname_Initial_StudentNumber_SubjectNumber_AssessmentNumber> For example: Garner_M_7654321_HAS968_A1.1</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	<p>Within 15 working days of the assessment due date. Feedback will be available through Turnitin Dropbox once all submitted assessments have been marked.</p>
Detailed information	<p>See Moodle site for more details</p>

Assessment 2: Portfolio - Reflective E-portfolio

Marking Criteria	<p>This assessment has two components, a reflection and a safety story.</p> <ul style="list-style-type: none"> • A2.1 - Reflection (10%) - Due 11:30 pm Sunday 12/4/26 <ul style="list-style-type: none"> ○ Evidence of learning in reflection (30%) ○ Academic Artifacts (30%) ○ Personalisations and Connections (20%) ○ Writing style, including referencing (10%) ○ Layout and design (10%) • A2.2 - Safety Story (10%) - Due 11:30 pm Sunday 12/4/26 <ul style="list-style-type: none"> ○ Story setting and context (20%) ○ Problem/challenge (20%) ○ Resolution/reflection (20%) ○ Relevance/importance (20%) ○ Writing style (10%) ○ Layout and design (10%)
Length	<p>E-Portfolio – (1500-2500) words for each part, excluding references.</p> <ul style="list-style-type: none"> • 5 weekly reflections - 300 - 500 words each • 5 safety stories - 300-500 words each • Total (1500-2500) words for reflections and (1500-2500) words for safety stories
Weighting	20%
Assessment Due	12 Apr 2026 (Sunday in Session Week 6)
Type of Collaboration	Individual assessment
Style and format	<p><u>When using MS Word, the following applies:</u> Font Size: 12 Line Spacing: Double See Moodle site for more details</p>
Generative AI use	<p>Yes. You can use Generative AI in these assessments for the following:</p> <ul style="list-style-type: none"> • Grammar check, paraphrasing or creating images <p>The use of Gen AI must be declared - see Moodle site for more guidance.</p>

Assessment submission	<p>Online via Moodle site.</p> <p>Final submission time: 11:30 pm Sunday 12th April 2026</p> <p>Microsoft Word Documents (.doc or .docx) and PowerPoint (.ppt or .pptx) are acceptable. No PDF files will be accepted. Save your file using the following convention: <Surname_Initial_StudentNumber_SubjectNumber_AssessmentNumber> For example: Garner_M_7654321_HAS968_A2.1</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	<p>Within 15 working days of the assessment due date.</p> <p>Feedback will be available through Turnitin Dropbox once all submitted assessments have been marked.</p>
Detailed information	<p>E-Portfolio</p> <p>Students will be required to prepare on a weekly basis, reflective activities. These activities will be based on the lectures from that week. The completed portfolio (A2) must be submitted before attendance to the COMPULSORY on campus week when some of these reflective activities and stories will be shared.</p>

Assessment 3: Participation - In-class Forums

Marking Criteria	<p>There are two parts to this assessment. 20% of final grade, made up of:</p> <ol style="list-style-type: none"> 1. Question development 2. Written response to the question by the forum panel <p>The marking scheme will be:</p> <ul style="list-style-type: none"> • Relevance and impact of questions asked (30%), completed in class on 13/4/26. <ul style="list-style-type: none"> ○ Content - 25% ○ Writing style, including referencing where referencing is required - 5% • Written response to the question (70%), due 9:00am Monday 11/5/26 marked as follows: <ul style="list-style-type: none"> ○ Content & Writing style- 40% ○ Conclusion - 10% ○ Referencing - 20%
Length	<p>Each student to ask and document two questions.</p> <ul style="list-style-type: none"> • 500 words per question and summarised answer. • Total of 1000 words for both questions and answers, excluding references.
Weighting	20%
Assessment Due	<p>13 Apr 2026 (In workshop in Session Week 7) 11 May 2026 (Monday in Session Week 10)</p>

Type of Collaboration	Individual assessment
Style and format	Question and answer style format. References should be included as needed. Font Size: 12 Line Spacing: Double See Moodle site for more details.
Generative AI use	Yes. You can use Generative AI (Grammarly) in this assessment for the following: <ul style="list-style-type: none"> • Grammar check or paraphrasing The use of Gen AI must be declared - see Moodle site for more guidance.
Assessment submission	Online via Moodle site. Final submission time: 09:00 am Only Microsoft Word Documents (.doc or .docx) files are acceptable. No PDF files will be accepted. Save your file using the following convention: <Surname_Initial_StudentNumber_SubjectNumber_AssessmentNumber> For example: Garner_M_7654321_HAS968_A3 This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Assessment return	Within 15 working days of the assessment due date. Feedback will be available through Turnitin Dropbox once all submitted assessments have been marked.
Detailed information	Participation: In-class forums. More details on Moodle site.

Assessment 4: Presentation - Groupwork Presentation

Marking Criteria	There will be an individual mark and a group mark for this assessment. Individual mark 8% Group mark 12% Total 20% <u>A4.1 Individual presentation PowerPoint</u> will be marked using the following criteria: <ul style="list-style-type: none"> • Content (6%) • Visual aids, format and style (2%) <u>A4.2 Group presentation PowerPoint</u> will be marked using the following criteria: <ul style="list-style-type: none"> • Content (6%) • Visual aids (2%) • Delivery of presentation (2%) • Engagement with class audience (1%) • Timing (1%)
Length	<u>A4.1 Individual PowerPoint presentation:</u>

	<p>Presentation to include title page, introduction, content and reference list. It must be submitted by 11:30 pm Sunday 12/4/26.</p> <p>A4.2 Group PowerPoint presentation (15 minutes): Presentation to include of title page, introduction, content and reference list. Presentations will be given on day 3 and will be submitted to Turnitin after the in-class presentation. Due Wednesday 5:00pm 15/4/26</p>
Weighting	20%
Assessment Due	12 Apr 2026 (Sunday in Session Week 6)
Type of Collaboration	Individual assessment and group work
Style and format	PowerPoint presentation
Generative AI use	<p>Yes. You can use Generative AI in these assessments for the following:</p> <ul style="list-style-type: none"> • Grammar check or paraphrasing <p>The use of Gen AI must be declared - see Moodle site for more guidance.</p>
Assessment submission	<p>Online via Moodle site.</p> <p>Only Microsoft PowerPoint (.ppt or .pptx) is acceptable. No PDF files will be accepted. Save your file using the following convention: <Surname_Initial_StudentNumber_SubjectNumber_AssessmentNumber> For example: Garner_M_7654321_HAS968_A4.1</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	Within 15 working days of the assessment due date.
Detailed information	See Moodle for more details.

Assessment 5: Report - Case Study

Marking Criteria	<p>This assessment contains 4 parts:</p> <ul style="list-style-type: none"> • A5.1 Safety Philosophy (30%) - Due 9:00am 25/5/26 <ul style="list-style-type: none"> ○ Content - (60%) ○ Writing style (20%) ○ Use of Sources (20%) • A5.2 Stakeholder Analysis (20%) - Due 9:00am 25/5/26 <ul style="list-style-type: none"> • Content - (60%) • Writing style (20%) • Use of Sources (20%) • A5.3 Engagement Strategy (20%) - Due 9:00am 25/5/26 <ul style="list-style-type: none"> • Content - (60%) • Writing style (20%) • Use of Sources (20%) • A5.4 Resource Planning and Implementation (30%) - Due 9:00am 25/5/26 <ul style="list-style-type: none"> • Content - (60%) • Writing style (20%) • Use of Sources (20%)
-------------------------	---

Length	Written report - 4,500 words MAX exclusive of reference list, title page, abstract, table of contents and appendices.
Weighting	30%
Assessment Due	25 May 2026 (Monday in Session Week 12)
Type of Collaboration	Individual assessment
Style and format	Font Size: 12 Line Spacing: Double See Moodle site for more details.
Generative AI use	Yes. You can use Generative AI (Copilot and Grammarly) in this assessment for the following: <ul style="list-style-type: none"> • Grammar check or paraphrasing The use of Gen AI must be declared - see Moodle site for more guidance.
Assessment submission	Online via Moodle site. Final submission time: 09:00 am Only Microsoft Word Documents (.doc or .docx) are acceptable. No PDF files will be accepted. Save your file using the following convention: <Surname_Initial_StudentNumber_SubjectNumber_Assessment Number_PartNumber> For example: Garner_M_7654321_HAS968_A5_P1 This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.
Assessment return	Within 15 working days of the assessment due date. Feedback will be available through Turnitin Dropbox once all submitted assessments have been marked.
Detailed information	This task requires the student to demonstrate that they understand organisation function, strategic thinking and influencing strategies and can apply this to an OHS case study In this task they will be required to select and justify appropriate methodologies applicable to the given situation and key stakeholders. More details on Moodle.

Additional Assessment Information

Only Microsoft Word Documents (.doc or .docx) are acceptable for written reports.
No PDF files will be accepted.

PowerPoint presentations should be submitted where required.

This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit you final version by the due date.

Minimum Requirements to Pass this Subject

Requirements Related to Student Contributions

Group assignments are typically assessed as a group product, usually with the same mark allocated to each group member. However, the subject coordinator reserves the right to allocate individual marks for students for an assessment task when necessary (for example, in cases where contributions of group members have been unequal).

Within the group assignments there are compulsory individual sections that must be completed to enable the group work to occur. If an individual student fails to complete the individual component all marks for the group work may be forfeited by that individual student.

All assessment tasks must be completed and compulsory block/workshop attended, else a technical fail may result.

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting				
	Reflection and short story <i>(10%)</i>	Reflective E-portfolio <i>(20%)</i>	In-class Forums <i>(20%)</i>	Groupwork Presentation <i>(20%)</i>	Case Study <i>(30%)</i>
Evaluate selected models of behaviour theory and factors influencing organisational culture and workplace health and safety.	✓	✓	✓	✓	✓
Critically analyse OHS management systems, identify areas for improvement and justify recommendations for change.	✓	✓	✓	✓	✓

Learning Outcomes	Measures - Assessment weighting				
	Reflection and short story <i>(10%)</i>	Reflective E-portfolio <i>(20%)</i>	In-class Forums <i>(20%)</i>	Groupwork Presentation <i>(20%)</i>	Case Study <i>(30%)</i>
Using expert judgement, knowledge and skills, apply theoretical concepts to real world case studies and prepare relevant report/presentation to effectively communicate with specialist and non-specialist audiences.			✓		✓
Demonstrate advanced professional non-technical skills to transmit knowledge, ideas and skills to others.			✓	✓	✓

Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see: <https://www.uow.edu.au/student/admin/academic-consideration/>**

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Collection

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Scaling

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredictable circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

Review and Appeal of Academic Decisions

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

Assessment Quality Cycle

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

Referencing

The Author-Date (Harvard) referencing system should, unless otherwise specified for a particular assessment (check Details of Assessment Tasks), be utilised. A summary of the Harvard system can be accessed on the Library website at: <http://uow.libguides.com/refcite>

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact askuow@uow.edu.au or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

Intellectual Property Policy

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

The Student Charter - Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=146>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>