

# Unit Outline

## WORKPLACE WELLBEING AND SAFETY

<b>Unit Code</b>	MN322	<b>AQF Level</b>	7
<b>Unit weighting</b>	Unit credit points: 3		
<b>Pre-requisite or co-requisite</b>	MN210 Managing Human Resources		
<b>Delivery mode</b>	Face to face on site	Full time or part time	
<b>Location</b>	<i>Sheridan</i> 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000		
<b>Student Workload</b>	<i>Timetabled: 36 hours (3 hours per week over 12 teaching weeks)</i>  <i>Personal Study: 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks)</i>  <i>Total workload: 168 hours (12 hours per week over 14 weeks)</i>  <i>Academic writing support available if needed</i>		
<b>Prescribed Textbook(s)</b>	Dunn, C., Ercole, S. (2018). <i>Australian and New Zealand master work health and safety guide</i> . Sydney: CCH.		
<b>Other resource requirements</b>	Access to the Learning Management System Canvas <a href="https://canvas.sheridan.edu.au">canvas.sheridan.edu.au</a>		
<b>Work-integrated learning activity</b>	Not applicable		
<b>Timetabled day and time</b>	Tuesdays, 9 am	<b>Room</b>	Room 6 (Pearl)
<b>Unit Coordinator</b>	AJ Murthy	Phone:	6222-4222
<b>Email</b>	amurthy@sheridan.edu.au		

## Unit Description

The key purpose of this unit is to provide the student a legal framework of wellbeing and safety in Australia. Derived from this framework and principles of wellbeing and safety, the student will be able to design a comprehensive safety system which can be applied practically to workplaces.

## WORKPLACE WELLBEING AND SAFETY Learning Outcomes

Upon successful completion of this unit, you will be able to:

- A. Describe the principles of workplace wellbeing and safety systems
- B. Critically review the legal framework for workplace wellbeing and safety in Western Australia and Australia
- C. Apply relevant work, health and safety legislation and relevant academic research to workplace scenarios
- D. Design a comprehensive well-being and safety system for a workplace

## Sheridan Graduate Attributes

Sheridan graduates will be ...

1. Lovers of truth
2. Seekers of wisdom
3. Innovative thinkers
4. Effective communicators
5. Independent learners
6. Servant leaders

## Assessment Schedule

Assessment Type	Value	Due Date	Learning Outcomes (LOs) Assessed	Graduate Attributes (GAs) Addressed
1. In class exercises	20%	Ongoing weeks 2 - 10	A,B,C,D	1,2,3,4,5,6
2. Report	40%	Week 12	A,B,C,D	1,2,3,4,5,6
3. Final examination	40%	Week 13	A,B,C	1,2,3,4,5

### 1. In class exercises

**Format:** Online written response plus verbal contribution in class discussion Suggested Length: 1 – 2 paragraphs per question.

Due date / Time: Weeks two to ten. Each week there will be two elements

Written is due = Midnight the day before the relevant class (see unit schedule),

Verbal in class = in-class as per unit schedule between weeks two and ten.

Weighting: 20%

Students will be required to prepare a response to the discussion questions posted online by your lecturer on Canvas. Students will be expected to submit their response online in the relevant area on 'Canvas' (Sheridan's online learning tool) by midnight prior to each class (unless indicated otherwise).

In addition to posting quality responses online the lecturer will be looking to see students taking a leading role in discussions, based on their prepared responses when in class.

Students are encouraged to update their discussion question responses as a result of participation in the in-class discussions and further reflection.

The purpose of these discussions is to generate thoughtful discussion of the reading material and assist each other in the learning process.

It is also intended that the reflections and discussion responses will be a resource for this unit and beyond. Relevant examples from your workplace and insight from other sources greatly enhance the discussion. Each student is expected to participate in every discussion topic for each session.

If a student is unable to make it to class for any reason the student should still submit their responses by email as per the times due as indicated above. Part of your discussion will assist you with your report (assessment two).

**LOs addressed: ABCD**

Assessment Type	In Class Activities (AQF Level 7)				
Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
<b>Identification of the Main Issues/Problems</b>	Fully grasps all of the main issues in this assignment	Exhibits a sound grasp of the issues in this assignment	Evidences a grasp of the issues in this assignment	Has begun to grasp the issues in this assignment	Has not grasped the issues in this assignment
<b>Analysis of the Issues</b>	Demonstrates a pronounced ability to analyse the issues in this assignment	Demonstrates a pronounced ability to engage with the issues in this assignment	Demonstrates ability to engage with the issues in this assignment	Demonstrates engagement with the issues in this assignment	No engagement of or analysis of the issues
<b>Engagement with Contemporary Scholarship</b>	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints	Evidences ability to critically evaluate a range of scholarly viewpoints	Exhibits engagement with a range of scholarly viewpoints	Evidences engagement with a range of scholarly viewpoints	Limited to no evidence of engagement with scholarly viewpoints
<b>Quality of written responses</b>	All written responses of a very high standard	Mostly very high-quality written responses	Quality written responses	Written responses mostly adequate	Written responses mostly of a poor quality

<b>Responses uploaded / submitted on time to Canvas</b>	No late submissions	N/A	N/A	One late submission	Two or more late submissions
<b>In Class Contributions and leadership</b>	Exceptional participation and leadership in class discussions	High quality participation and leadership in	Very Good participation and leadership in	Good participation and leadership in	Poor participation and leadership in

## 2. Report - Design a comprehensive well-being and safety system for a workplace

Format: Report (with Recommendations)

Length:2500 words (plus appendices)

Weighting:40%

Individually, or in small groups up to four people, students are to assume the role of Human Resource Manager of a new start up business employing approximately 50 people.

Students are to prepare well researched 2500-word report to the CEO recommending clearly justified best practice Wellbeing and Safety systems and practice for the organisation.

At a minimum the report must clearly address the following areas.

- Consideration of the legislation
- Mental wellbeing
- Hazard identification and elimination / mitigation and reporting
- Accident / Incident reporting
- Wellness and Safety issues
- Strategies and recommendations

Include an appendix (not included in the word limit) examples of documentation to support your recommendations (Policies, procedures, forms etc.).

**LOs assessed: A,B,C,D**

Assessment Type	Wellbeing Report Rubric (AQF Level 7)				
Criteria /Grade	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	Fail (0-49%)
<b>Identification of the Main Issues/Problems</b>	Fully grasps all of the main issues in this assignment	Exhibits a sound grasp of the issues in this assignment	Evidences a grasp of the issues in this assignment	Has begun to grasp the issues in this assignment	Has not grasped the issues in this assignment
<b>Analysis of the Issues</b>	Demonstrates a pronounced ability to analyse the issues in this assignment	Demonstrates a pronounced ability to engage with the issues in this assignment	Demonstrates ability to engage with the issues in this assignment	Demonstrates engagement with the issues in this assignment	No engagement of or analysis of the issues

<b>Engagement with Contemporary Scholarship</b>	Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints	Evidences ability to critically evaluate a range of scholarly viewpoints	Exhibits engagement with a range of scholarly viewpoints	Evidences engagement with a range of scholarly viewpoints	Limited to no evidence of engagement with scholarly viewpoints
<b>Recommendations</b>	Demonstrates pronounced ability to propose quality recommendations and supported by well researched justifications in this assignment	Demonstrates pronounced ability to propose appropriate recommendations with very good justifications in this assignment	Demonstrates ability to propose appropriate and justified recommendations in this assignment	Proposes appropriate recommendations in this assignment with some justification	Demonstrates limited to no ability to propose appropriate and well justified recommendations in this assignment
<b>Documentation Examples</b>	Provided numerous high-quality examples of best practice documentation	Provided high quality examples of best practice documentation	Provided quality examples of best practice documentation	Provided examples of best practice documentation or documentation that required some enhancement	Few examples of best practice documentation
<b>Language &amp; Report Writing Conventions</b>	Excellent report structure / Consistently uses correct grammar with no misspellings	Very good report structure / rare grammatical or spelling errors are noted in paper	Good report structure / few grammatical or spelling errors evidenced in the paper	Report structure used / Some errors in spelling and grammar evidenced in paper	Incorrect report writing format and / or Poor spelling and grammar characterize the work

### 3. Final examination

The final examination for this unit will take place in week 13.

**LOs assessed: A,B,C**

## Learning Resources

### Prescribed Textbook(s)

Dunn, C., Ercole, S. (2018). *Australian and New Zealand master work health and safety guide*. North Ryde: CCH.

### Recommended Supplementary Reading

Dunn, C. (2011). *Planning Work, Health and Safety: an introduction to best Practice*. North Ryde: CCH Australia.

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

Quinlan, M. Bohle, P. & Lamm, F. (2010). *Managing occupational health and safety: A multidisciplinary approach*. 3rd Edition, Melbourne, Macmillan

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.

Work, Health and Safety Act 2020

Workers' Compensation and Injury Management Act 1981

### Academic Journals

You may find relevant articles in the following journals:

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

## Weekly Schedule of Topics

### MN322 WORKPLACE WELLBEING AND SAFETY

#### Prescribed text(s):

Dunn, C., Ercole, S. (2018). *Australian and New Zealand master work health and safety guide*. Sydney: CCH.

WEEK	TOPICS	PRESCRIBED READINGS	ASSESSMENTS
1	Introduction to workplace safety	Part 1- Chapter 1 & 2	
2	Legal considerations	Part 2- Chapter 3 & 4	
3	Work, Health and Safety Act 2020	Chapter 5, 6 , 7 & 8	
4	Workers' Compensation and Injury Management Act 1981	Chapter 5, 6 , 7 & 8	
5	In-trimester Study Week		
6	Workers' compensations and injury management	As above and Workers' Compensation and Injury Management Act 1981- Chapter 25 (25-20 and 25-90)	
7	Governance, Culture, Consultation, Industry organisations, Risk Management, Training	Chapter 9 - 14	
8	Purchasing, Contractors, Documentation and Evaluation	Chapter 15, 16, 17 & 18	
9	Emergencies, Plant, Chemicals	Parts 4 – Chapter 19-22	
10	Security, Bullying and violence,	Part 5- Chapter 23-30	
11	Manual tasks & Property	Part 5- Chapter 31-32	
12	High Risk industries, Mining & Oil and Gas	Part 5- Chapter 33-35	
13			
14	Pre-exam Study Week		
15	Exam week		