



UNIVERSITY
OF TASMANIA

School of Information Systems

Faculty of Business

BSA 416
IS Knowledge Management

Semester 2, 2007

Unit Outline

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Unit Summary

Unit Code	BSA416/764
Unit Title	IS Knowledge Management
Unit Description	This Unit is an Honours, Masters and Graduate Diploma year unit in the Bachelor of Information Systems. It is designed to prepare students to critically understand the concepts associated with Knowledge Management and the role ICT's play in supporting Knowledge Management strategies.
Teaching Staff	Jo-Anne Kelder
Campus & Mode	Hobart
Unit Weight	12.5%
Teaching Pattern	Three hour workshops over 9 sessions.
Pre and Corequisites	BSA303
Mutual Exclusions	None
Assessment	100% Continuous Assessment
Suggested Texts, etc	Davenport, T.H and Prusak, L., 2000, <i>Working Knowledge: How Organisations Manage What They Know</i> , HBS Press, MA, USA Awad, E.M., & Ghaziri, H.M., 2004, <i>Knowledge Management</i> , Pearson Prentice Hall, NJ, USA
Recommended Reading	Listed
Technical Requirements	None
Software Requirements	None
Access to IT	Hobart, IS PC Labs, Information Systems Building Students will have access to either the computer laboratories during the academic year or the research area on the 3rd floor. Proximity cards have to be used to gain access to laboratories. <i>Notes:</i> Login codes are printed on the Student's <i>Statement of Fees and Enrolment</i> . Use of these login codes is based on the assumption that each student has read and agreed to abide by the Ethics Agreement form.
Courses	BIS Hons, Grad.Dip. Info Mgt, Master of Information Systems
Faculty web site	www.utas.edu.au/business/

2 Aim

As an IS professional you need to understand and be able to apply KM in an organisation context. To successfully lead an organisation in implementing KM, you need strong foundational knowledge of KM theories and principles. This Unit will provide a context for developing your skills and ability to think about organisations in terms of Knowledge Management (KM). This unit will develop your skills to identify, analyse and create KM strategies for an organisation. To achieve this outcome we will guide you to learn about KM theories, practice, tools and technologies. This knowledge and these skills will allow you to formulate KM strategies.

3 Learning Outcomes

Completing this unit you will allow you to:

1. Identify elements of interactions involving knowledge management in an organisation setting;
2. Identify the relationships between those elements and evaluate the implications and consequences of KM design for thinking work in the organisation;
3. Construct a coherent and flexible conceptual framework which you can use to guide your understanding of KM issues in any organisation context;
4. Understand current theories, practices, tools and techniques that relate to Knowledge Management (KM);
5. Develop a KM strategy for an organisation setting.

4 Teaching Arrangements

The unit will be taught in a flexible mode with students required to attend 3 hour workshops over a 9 session course. The focus of the workshops will be group learning and building skills required to complete the assessment tasks. The general format of a three hour workshop will be:

- Introductory talk by the lecturer followed by class discussion
- Engaging with KM literature - guiding you to learn the approaches you need to critically analyse the KM and other literature. Together we will form a community of learners as we support each other to develop critical analysis skills
- As a class, we'll work together to help you apply KM thinking needed to complete the assessment tasks, and in the process model the KM theory

The PowerPoint presentations on the CD-rom will not be used in the class, but familiarity with the content will give you a framework for identifying potential KM-related references, topics and issues to guide developing the conceptual map.

5 Unit Schedule

Session	Date	Discussion Topics	Practical Activity
1	30/7/2007	Introduction to the course What do we know about knowledge management?	- Paper reviewing - Conceptual map building exercise (homework for next week)
2	6/8/2007	Theories about how we think – distributed cognition theory	- Discussing paper reviewed - Conceptual map building exercise - Assessment task 1
3	13/8/2007	Theories about how we learn and know – communities of practice theory	- Conceptual map building - Assessment task 1 (due 17/8/07)
<p>- TWO WEEK BREAK FROM WORKSHOPS PLUS ONE WEEK MID SEMESTER BREAK – <i>I will be away until August 19-30, essays will be marked by September 3rd</i></p>			
4	10/9/2007	Theories about how we act – activity theory	- Conceptual map building - Assessment task 2
5	17/9/2007	Theories about technologies we construct and how they construct us – reconfiguring human-machine interaction	- Conceptual map building - Assessment task 2 (due 17/9/07)
6	24/9/2007	Class discussion to create a group conceptual map	- Conceptual map finalised - Assessment task 3
7	1/10/2007	Class discussion - current issues in KM (potential for transformation and range of effects; ethics)	- Assessment task 3
8	8/10/2007	Class discussion – current KM strategies for organisations and current KM technologies (range of contexts for implementation and cultural issues for adoption)	- Assessment task 3
9	15/10/2007	- Wrapping up - What do we know about knowledge management? - Class Presentations	- PowerPoint presentations – highlight knowledge acquired - Individual presentations – component of assessment task 3 (report component due 17/10/07)

6 Assessment Tasks

Task Description	“My KM” Essay
Task Length	1,200 words plus diagram representation
Unit Learning Outcomes	1 and 2
Assessment Criteria / Guidelines	You will analyse your everyday experience of living in an information intensive society in relation to the concept ‘Knowledge Management’. Your report will critically apply key concepts from Davenport and Prusak (2000) to your own experience of managing information. You will demonstrate the depth of your understanding by critical reading from industry practices and recent academic journal articles/books. You will create a diagram using KM concepts that represents your personal KM (the elements and their relationships) and refer to the diagram in the essay.
Due Date	17 th August, 2007
Assessment Task 2	
Task Description	My-KM project report
Task Length	2000 words plus diagram representation
Unit Learning Outcomes	3, 4
Assessment Criteria / Guidelines	You will identify your personal KM challenges (building on assessment task 1). You will expand on this to create a KM strategic framework to address those challenges. The framework can include the people, technologies, work processes, behaviour, attitudes and incentives and anything that you expect will resolve those challenges. Depth and understanding should be demonstrated by use of concepts acquired from critical reading of industry and recent academic journal articles. A diagram representing the elements and their relationships should be included and referred to in the report.
Due Date	14 th September, 2007
Assessment Task 3	
Task description	Report and class presentation
Task length	3000 words and 10 minutes.
Unit Learning Outcomes	3, 4, 5
Assessment criteria / guidelines	You are to choose an organisation context and develop a KM strategic framework that can be reasonably expected to improve the organisation work performance by 25%. The report should demonstrate the application of KM principles; justification for each element of the proposed strategy and relevant metrics for evaluating the success of the strategy. Individuals must also present a 5 minute talk to the class and answer questions about their proposal. All class members and the lecturer will give written feedback which can be used to improve the final report.
Due Date	15 th October, 2007 (class presentation) 19 th October, 2007 (report)

7 Assessment Criteria

7.1 Task One

You will analyse your everyday experience of living in an information intensive society in relation to the concept 'Knowledge Management'. Your report will critically apply key concepts from Davenport and Prusak (2000) to your own experience of managing information. You will demonstrate the depth of your understanding by critical reading from industry practices and recent academic journal articles/books. You will create a diagram using KM concepts that represents your personal KM (the elements and their relationships) and refer to the diagram in the essay.

NN

Your description of managing information in your life has little reference to the types of information, technologies or purpose for which you use them in your life. Your work makes few, if any references to the KM literature or theories that inform our position. Your work focuses on, at most, one aspect of technology or knowledge to answer the question. Your work makes few linkages between theory and practice. There are significant grammatical and spelling errors and your ideas are not structured into a coherent argument. Your diagram is not referred to in the essay and does not use concepts contained in the literature.

PASS

Your work demonstrates that you understand the connection between your life and KM theories and practice. You cite references that support your understanding of the way in which KM is part of your life. You focus on at least one technology and/or source of information to inform your approach to KM. You make several linkages between theory and practice that allows the reader to understand your position. While your work may contain errors of interpretation, you correctly cite relevant facts in support of your analysis. Your diagram provides few linkages to guide the reader's understanding of how you have linked the various concepts and ideas in KM. Your critical reading focuses on at most two concepts that underlie your approach(es) and thoughts on KM. Your work contains infrequent grammatical errors and structural issues such that your reader can follow the logic of your argument.

CREDIT

Your work recognises several levels at which personal KM operates in your life. You articulate how you use KM theory as a framework in which to consider your life. Your work demonstrates that you have considered how and in what contexts you could use KM theory to conceptualise your life differently. You focus on the linkages between different aspects of KM in your life. You describe how these linkages help you to use information to manage challenges or opportunities in your life. You refer infrequently to your diagram and your diagram requires careful interpretation by the reader to identify the connections to which you refer in your essay. Your work demonstrates that you have evaluated and analysed how the literature you cite relates to your life. Your writing style ensures the logic and flow of your argument leads the reader to the same conclusion you have drawn, undistracted by errors in punctuation, spelling or grammar.

DISTINCTION

You recognise different levels at which KM influences your life, and the lives of those around you. You cite examples where you use one or more KM theories and principles to frame your thinking about your life. You extend this through considering how others use knowledge and how this influences your approaches to reflecting on your life. You have created a conceptual framework of KM with which you reflect on your life as a member of an information intensive community. Your work examines

your experiences of KM from several perspectives. You recognise and explain the validity of each of these perspectives under different circumstances. Your diagram, to which you refer throughout your work, focuses on demonstrating the conceptual linkages you see between often different elements of your personal KM experience. Your critical reading will influence all aspects of your essay, including citing literature and its assumptions in your KM framework. Your written work conveys to your reader the critical points you raise through purposeful structuring, correct grammar and spelling. Your work requires little interpretation by your reader.

HIGH DISTINCTION

Your work relates your KM understandings to yourself, those around you and your relationship to the information intensive society. Your work cites the many and interacting ways in which KM provides a framework for your thoughts and ideas. You use your KM framework to explain your place and experience in the broader knowledge society. You refer to industry practices and the broader academic literature and its influence on your conceptual KM framework. Your work demonstrates that you recognise and appropriately manage the shortcomings of KM theory as it relates to you and to KM practice more broadly. You refer to the strengths of KM theory and you use those to help you explain your conceptual framework. Your diagram creates for the reader an immediate understanding of your conceptions of KM as it relates to you, your community and society. You use the diagram to reinforce your ideas that you express in your essay. Furthermore, you cite your diagram throughout your essay to illustrate your critical conceptions of yourself as part of a knowledge society. Your discussion relates each concept in a logical sequence that leads the reader to feel the validity of your conclusion. Throughout your written style, grammar and essay construction convey your message to the reader without them having to interpret what you mean.

8 References

1. Davenport, T.H., & Prusak, L., 2000, *Working Knowledge: How Organisations Manage What They Know*, Harvard Business School Press, Boston, MA, USA
2. Awad, E.M., & Ghaziri, H.M., 2004, *Knowledge Management*, Pearson Prentice Hall, NJ, USA (Suggested student text).
3. Additional suggested reading on the CD of resources.

9 Academic Referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity. Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence. The appropriate referencing style for this unit is Harvard Style. For information on presentation of assignments, including referencing styles please visit the following site: <http://www.utas.edu.au/library/assist/gpoa/gpoa.html>.

What is Academic Integrity?

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you

give credit where it is due and acknowledge the contributions of others to your own intellectual efforts.

At its core, academic integrity requires honesty. This involves being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it.

COMMONLY USED TERMS

Attribution: the ascribing of a work or an idea to a particular author or artist.

Citation: the act of directly quoting or giving intellectual credit to another person's work or ideas.

Collusion: “any form of joint effort, between students, or between students and other persons, intended to deceive an assessor as to who was actually responsible for producing the material submitted for assessment”. (University of Western Sydney 2000).

Common Knowledge: can be defined as facts known by a large number of people. These "facts" do not have to be cited.

Group work: can be described as “a formally established project to be conducted by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment”. (Newcastle University 2002).

Legitimate collaboration: Newcastle University describes legitimate collaboration as “any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students” (2002).

Paraphrasing:

1. A restatement of a text or passage in another form or other words, often to clarify meaning.
2. The restatement of texts in other words as a studying or teaching device.

Plagiarism: the stealing or passing off as one's own (the idea or words of another); use (a created production) without crediting the source; to commit literary theft; present as new and original an idea or product derived from an existing source (*Webster's Third New International Dictionary of the English Language, Unabridged, p. 1728*).

Quoting: to place an excerpt from a source word for word into one's paper. The source must be cited, giving credit to the original author.

Summarising: to put someone else's concept or main ideas into one's own words.

Common forms of Academic Dishonesty

- Cheating in an exam either by copying from other students or using unauthorised notes or other aids.
- Submitting, as your own, an assignment that another person has completed.
- Downloading information, text, computer code, artwork, graphics or other material from the Internet and presenting it as your own without acknowledgment.

- Quoting or paraphrasing material from a source without acknowledgment.
- Preparing a correctly cited and referenced assignment from individual research and then handing part or all of that work in twice for separate subjects/marks.
- Copying from other members while working in a group.
- Contributing less, little or nothing to a group assignment and then claiming an equal share of the marks.

From: James R, McInnis, C and Devlin, M (2002)
Assessing Learning in Australian Universities
 Centre for the Study of Higher Education - University of Melbourne
 Viewed 29 December 2002
<http://www.cshe.unimelb.edu.au/assessinglearning/03/plagMain.html>

Using words, ideas, computer code, or any work by someone else without giving proper credit is academic dishonesty. Academic dishonesty is often referred to as plagiarism or cheating.

How to achieve and maintain Academic Integrity

Utilise the right sources

In order to articulate your ideas, defend your own argument and refute counter-arguments, you will need to identify the most appropriate sources of material to help you. In order to identify the most appropriate material you will need to evaluate your research results.

Start writing

The next step in the process is to document the validity of your position, and crediting those whose work you have used to establish your position. To do this you will need to apply the appropriate referencing style for your discipline to your work. If you are not sure what style you should be using check with your tutor or your unit outline. The University also provides a list of preferred text referencing system for undergraduate students at http://www.utas.edu.au/staff/tl/policies/School_referencing_system_table.htm

When you begin writing your assignment/project report you must give credit to the sources for the ideas you are using. There are standard ways to properly integrate sources into your assignment. They include:

- *Direct quotes* – This is when you place an excerpt from your source word for word into your paper. The source must be cited, giving credit to the original author.
- *Paraphrasing* – This means to restate a passage from your source in your own words. The source and author of the passage you paraphrase must be cited.
- *Summarising* – When you summarise the key concept or main idea from someone else's work in your own words, you must give credit for summarised ideas to the original source.

Developing your own writing style is an important part of good scholarship. For information and assistance on essay writing go to the Learning Development website at <http://www.utas.edu.au/learndev/essays.html>

What happens if I don't maintain Academic Integrity?

While studying at University you are expected to submit work that is your own. This does not mean that you can't use other people's ideas to support your own or to enhance your argument. What it does mean is that you are required by the University to acknowledge the source of those ideas as in text references in your assignments and the setting out of a list of references or a bibliography at the end of your assignment, acknowledging all sources utilised.

The academic tradition, on which Australian universities are founded, expects that all scholarly efforts undertaken be done so in keeping with the rules of attribution. This means that all material that is submitted or presented for assessment that contains work other than your own, must be attributed to its source.

Failure to do so constitutes academic dishonesty (plagiarism). It is important that students understand how to correctly refer to the work of others and maintain academic integrity.

Ordinance 58: Student Discipline outlines the process for initiating formal discipline procedures for academic/general misconduct matters.

<http://www.utas.edu.au/universitycouncil/legislation/ord58.pdf>

You should also refer to any policies and procedures specific to your Faculty/School.

It is important that you understand the *Statement on Plagiarism* above. Should you require clarification please see your unit coordinator or lecturer. Useful resources on academic integrity, including what it is and how to maintain it, are also available at: <http://www.utas.edu.au/tl/supporting/academicintegrity/students.html>

10 Learning Expectations and Strategies

10.1 Generic Graduate Attributes

Attribute	Descriptor	Unit Specifics
Knowledge	Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development.	<ul style="list-style-type: none"> • Be aware of strategies an organisation can adopt to facilitate Knowledge Management; • Be aware of appropriate technologies and how they may be utilised to support Knowledge Management; • Be able to assess an organisations ability to adopt Knowledge Management.
Communication Skills	Graduates will be able to communicate effectively across a range of contexts.	<ul style="list-style-type: none"> • Demonstrate a high level of report writing and oral communication; • Discuss relevant problems with others, present their own opinions and critically assess the opinions of others • Be able to write a persuasive proposal that addresses the KM issues for an organisation and provides relevant measures for evaluation of benefits.
Problem-Solving Skills	Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking in a range of problems. They will have developed competencies in	<ul style="list-style-type: none"> • Conceptualise basic problems associated with the implementation of a Knowledge Management solution; • Be capable of critically assessing an organisation's potential to adopt Knowledge Management

10.2 Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

It is expected that students will familiarise themselves with access and use of the WebCT/Vista system operated by the University for the electronic delivery of course materials, and for various forms of communication.

It is expected that students will consult email sent to their University email address at least twice a week for notices relating to the administration of the unit, and for notification of the results of assignments.

It is expected that students will read the background material specified in the course curriculum, will actively attend and participate in tutorials, and be prepared to discuss relevant issues arising with tutors, lecturers and fellow students.

10.3 Student Expectations of the Unit

Students enrolled in this Unit may reasonably expect the following:

1. To be able to contact a lecturer or tutor by electronic mail, to raise issues arising in the unit, either relating to content or student performance within the unit.
2. Subject to availability, to be able to discuss such issues in person with the lecturer or tutor.
3. That assignments will be marked and the marks will be returned with 3 weeks of due dates.
4. That all relevant notices regarding the administration of the unit, including any necessary changes, will be communicated to all students enrolled in the unit via email.

These expectations are in addition to those specified in relevant University regulations.

10.4 Learning Strategies

If you need assistance in preparing for study please refer to your tutor or lecturer. For any further additional information refer to the Learning Development website: <http://www.utas.edu.au/learndev/>

If you will be using WebCT/Vista for the first time and would like some specific information on how to access and use WebCT/Vista refer to the following guide: http://www.utas.edu.au/coursesonline/docs/using_webct.pdf

Some of the units you will study use videoconferencing to deliver lectures and tutorials. To enable you to get the best out of a videoconference please refer to the following guide. <http://www.its.utas.edu.au/videoconf/vcstudentguide.pdf>
6.4 Specific Attendance/Performance Requirements

Participation and the active contribution of all students in their allocated workshop will be monitored for assessment purposes (see section on Assessment details).

10.5 Further Information and Assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance. There is a range of University-wide support services available to you including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: <http://www.utas.edu.au/students/>
Should you require assistance in accessing the Library visit their website for more information at <http://www.utas.edu.au/library/>

10.6 Help Resolving Unit Concerns

In the first instance you should contact your lecturer. If the matter is still unresolved and you would like to know who to contact or the process and procedures for resolving your concerns, you can initially refer to the following website: http://www.admin.utas.edu.au/ac_serv/complaints_info.html

The Hobart based Tasmanian University Union (TUU) or the Launceston/Burnie based Student Association (SA) may also be able to assist.

11 Assessment Summary

Task	Component	Weight/Value	Due Date
1	"KM in my life"	20%	17/8/2007
2	"Resolving the KM challenges in my life"	30%	14/9/2007
3	Presentation "A KM strategy for an organisation"	10% 40%	8/10/2007 12/10/2007

1.1 How final results are determined:

In order to pass a unit, the School of Information Systems expects that students will complete all pieces of assessment, participate actively in the class discussions or seminars and achieve a total mark of at least 50% in the total assessment of the unit.
Note: In exceptional circumstances, the School reserves the right to adjust the above assessment rule.

1.2 Submission of Assignments

Students must submit assignments for the unit by the specified dates and times (if given), unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

Every assessment task has a due date and method of submission. These due dates and methods of submission must be adhered to.

For each piece of assessment, there will be only one method of submission. The method will be clearly identified on the assignment sheet.

Notes: Students must take responsibility for the correct submission of their assignments. Students are expected to adhere to the following procedure for submission:

Submitted files MUST be checked by the student to ensure that correct submission of the file has been undertaken.

Students are expected to notify the Lecturer WITHIN TWO HOURS of submission if their files have not been submitted correctly.

Students must take responsibility for safely backing up of their own files during the academic year to ensure that no files are permanently lost.

1.3 Requests for Extensions

Extensions will be given only under the following conditions:

- Employment related issues: Arrangements for an extension must be made with the lecturer prior to the assignment due date. Documentation from your employer is required.
- Illness: A medical certificate must be presented to the lecturer either prior to the due date or as soon as possible after the due date.

The Unit Lecturer will address any extraordinary extension falling outside of these criteria.

All extensions must be applied for on the appropriate form, which is available at http://www.infosys.utas.edu.au/students/forms/asst_extension.pdf.

Verbal extensions will not be accepted. Students should not assume that all extension applications will be granted. Students must have received confirmation of the extension by the Lecturer in order for an extension to be granted.

Any extension granted will have a new submission due date and time.

Assignments that are not submitted by the due date and time will incur the following penalties:

1.4 Penalties

10% (of mark achieved) per day or part thereof (excluding extensions) for late submissions.

1.5 Review of Assessment and Appeals

1. It is expected that students will adhere to the following policy for review of any piece of **continuous assessment**.

- a. Within 5 days of the release of the assessment result, the student should request an appointment with the Lecturer. **The student should be prepared to discuss specifically which section of the marking criteria they are disputing and why they consider the mark is inappropriate.**
 - b. Following this discussion, students may request a formal remark of the original submission (in accordance with Rule of Academic Assessment 111, clause 22.1). This remark will be undertaken, where practicable, by an alternative assessor.
2. Students under with Rule of Academic Assessment 111, Clause 23 may also request a review of the **final result** in a unit. The request and payment must be made within 10 days from the date of the result notification.
- Students are referred to:
<http://www.admin.utas.edu.au/HANDBOOKS/UTASHANDBOOKS/RULES/RULE111.html> and
http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf

12 Complaints Procedure

It is expected that students will adhere to the following policy for making any complaint or grievance directly related to a Unit:

- a) In the first instance, students are to approach the Lecturer or Unit Coordinator concerned and arrange a time to speak with them about their concern.
- b) If an issue remains unresolved, the student should approach the Head of School and arrange a time to speak with them about their concern.

If the School's internal policy of complaints is unable to resolve an issue, students should consult Ordinance & Student Complaints for further direction.

13 Occupational Health and Safety (OH&S)

The University of Tasmania is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at:

http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf