BAA607

SAFETY IN HEALTH SERVICE MANAGEMENT

12.50 Credit points

Semester 2, 2019

Unit Outline

Unit Coordinators
Dr Anne Hogden and Professor David Greenfield
**CONTACT DETAILS**

**Unit coordinator**

Unit coordinators: Dr Anne Hogden  
Professor David Greenfield

Campus: Rozelle

Email:  
anne.hogden@utas.edu.au  
david.greenfield@utas.edu.au

Consultation hours: By appointment

**Other teaching staff**

Lecturer: Dr Marianna Milosavljevic

Email: marianna.milosavljevic@utas.edu.au
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WHAT IS THE UNIT ABOUT?

Unit description
This unit will enable students to appraise the theory, practice and process for managing safety in the healthcare system. The unit focuses on aspects of safety and risk management in health, whilst identifying quality management tools for the health service manager. Practical examples of accreditation and compliance are presented and the role of clinical governance explored. In this unit, the assessments are industry relevant and, moreover, there will be opportunity to hear from experts in the field.

Intended Learning Outcomes
On completion of this unit, you will be able to:
1. Critically evaluate the theory and practice of safety and quality in healthcare management.
2. Investigate safety and risk management in healthcare.
3. Evaluate the effectiveness of tools and implementation strategies.
4. Appraise legislative regulations and professional practices.
5. Critique current approaches and future challenges for safety, quality and risk management.

Graduate Quality Statement
Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and
critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

This is a new unit that has not been previously taught.

Prior knowledge &/or skills

Not applicable.
**HOW WILL I BE ASSESSED?**

### Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Critical argument</td>
<td>Monday 26 August 2019, 2 pm AEST (Week 7)</td>
<td>30%</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Assessment Task 2: Critical argument</td>
<td>Tuesday 8 October 2019, 2 pm AEDT (Week 12)</td>
<td>40%</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>Assessment Task 3.1: Online discussion post 1</td>
<td>Friday 26 July 2019, 2 pm AEST (Week 2)</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Task 3.2: Online discussion post 2</td>
<td>Friday 16 August 2019, 2 pm AEST (Week 5)</td>
<td>10%</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Task 3.3: Online discussion post 3</td>
<td>Friday 18 October 2019, 2 pm AEDT (Week 13)</td>
<td>10%</td>
<td>3</td>
</tr>
</tbody>
</table>

### Assessment details

**Assessment Task 1: Critical argument**

**Task Description**

**Essay task:**

Your executive manager has asked you to prepare a document on how to enhance the safety and quality for your service. You are asked to focus upon how to improve the engagement of staff, consumers and the community in safety and quality activities.

The key issue to address is:

- Analysis of the barriers and enablers to engaging staff, consumers and the community in your service’s safety and quality activities.

In addressing this issue:

- Identify and explain four strategies for improvement to be implemented, two to strengthen the enablers and two to overcome the barriers for staff, consumer and community engagement in your service’s safety and quality activity.

- Link these four strategies to safety and quality theory and evidence to demonstrate how they will improve engagement.

**Essay sections**

1. **Introduction.** (250 words, 3 marks)
Describe the topic and purpose of the essay. Specify the organisation and service context. Outline the structure of the essay.

2. **Analysis.** (2100 words, 22 marks)
   
   2.1 Engaging staff. (750 words, 8 marks)
   
   - Analyse barriers and enablers to staff engagement in your service’s safety and quality activities.

   2.2 Engaging consumers and the community. (750 words, 8 marks)
   
   - Analyse barriers and enablers to consumer and the community engagement in your service’s safety and quality activities.

   2.3 Strategies for improvement. (600 words, 6 marks)
   
   - Explain FOUR strategies to be implemented to strengthen two enablers and overcome two barriers to staff, consumer and community engagement in safety and quality activities.

3. **Conclusion.** (150 words, 2 marks)

   Re-state your argument position and summarise the analysis. Specify the key learnings for the organisation.

**Quality of presentation and academic writing.** (3 marks)

This assessment follows the Essay style in the AIHSM Writing and Presentation Style Guide (2019).

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyse barriers and enablers to staff engagement in your service’s safety and quality activity.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>2</td>
<td>Analyse barriers and enablers to consumer and the community engagement in your service’s safety and quality activity.</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>3</td>
<td>Identify four strategies for improvement (two for barriers, two for enablers) to engaging staff, consumers and the community in safety and quality activity. These are linked to safety and quality theory and evidence.</td>
<td>1, 2, 4</td>
</tr>
</tbody>
</table>

**Task Length**

2500 words (10% +/- word count).

Any other variance will attract a penalty. The word count includes such items as headings, quotes and in-text citations. It does not
Assessment Task 2: Critical argument

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Essay task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay task</td>
<td>Your Chief Executive has identified that the organisation needs to review the effectiveness of recent activities to improve service quality. Prepare a document critiquing a continuous quality improvement (CQI) project completed by your service within the last two years. Support your critique with a wide range of relevant and contemporary evidence, including peer-reviewed research, industry and government literature.</td>
</tr>
</tbody>
</table>

**Essay sections**

1. **Introduction.** (250 words, 3 marks)
   Describe the topic and purpose of the essay. Specify the organisation and service context. Outline the structure of the essay.

2. **Project description and critique.** (2500 words, 30 marks)
   2.1 Explain the CQI project. (500 words, 6 marks)
   Explain:
   - The service context and significance of the issue the CQI project addressed.
   - The CQI project aims, timeframe and participants.
   - The methods and tools used, and data collected.
   - The service and staff changes, and patient outcomes.
   2.2 Critique the project. (1000 words, 12 marks)
   Consider the questions:
   - Was a significant issue addressed?
   - Was the project appropriately scoped?
   - Were the methods and tools appropriate, and did they enable or limit the project aims and outcomes?
   - Was the project implemented effectively?
   - Do the changes and outcomes follow the evidence collected?
   2.3 Improvement strategies. (1000 words, 12 marks)
• Identify three strategies that could improve the project.
• Propose three strategies to extend the project.

3. Conclusion. (250 words, 3 marks)
Re-state your argument position and summarise the critique. Specify the key learnings for the organisation.

This assessment follows the Essay style in the AIHSM Writing and Presentation Style Guide (2019).

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain a recent CQI project from your service (last 2 years).</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>2</td>
<td>Critique the CQI project.</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>3</td>
<td>Identify two strategies to improve the project, and two strategies to extend the project.</td>
<td>3, 4, 5</td>
</tr>
</tbody>
</table>

**Task Length**
3000 words (10% +/- word count).
Any other variance will attract a penalty. The word count includes such items as headings, quotes and in-text citations. It does not include such items as any appendices, and reference list at the end of the assignment.

**Due by date**
Tuesday 8 October 2019, 2 pm AEDT (Week 12)

**Assessment Task 3: Online discussion posts**
The discussion forums are designed to allow for critical discussion of key concepts introduced in the unit and readings. The discussion forums are related to curriculum concepts that are not assessed in the two written assessment tasks, and include issues of governance, workplace culture for safety and quality, and management implications for future healthcare challenges. Additional information about the discussion forums can be found in the assessment area on MyLO.

There will be three (3) online discussion forums held during the semester (weeks 3 to 13 inclusive) and you are required to participate by the dates suggested in the Unit Schedule. The due date for each of the three discussion forums will also be published in the MyLO discussion forum section.

In each discussion forum, a student will be asked to make critical comments relevant to the selected topic in 750 words.
You are encouraged to draw on your own professional experience and reflect critically on the topics being covered in this unit, supporting your statement with credible evidence, and applicable in-text citations and a reference list.

A number of inter-related assessment criteria will be applied to judge the quality of work. Some of the relevant major criteria are provided below. A copy of the final version of the assessment criteria and marking rubric will be available through the Assessment area in MyLO.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respond to the question with succinct arguments, reflecting understanding of the fundamentals of safety and quality in Australian health services.</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Engage in well-reasoned discussion of fundamental issues in safety and quality, that is evidence-driven and reflective of work practices in health organisations.</td>
<td>3</td>
</tr>
</tbody>
</table>

**Task Length**

One (1) 750-word post per discussion forum. There are three discussion forums to be completed during the semester. A total of three (3) posts is required.

10% +/- word count. Any other variance will attract a penalty. The word count includes such items as headings, quotes and in-text citations. It does not include any appendices, and reference list at the end of the assignment.

**Due by date**

- Friday 26 July 2019, 2 pm AEST (Week 2)
- Friday 16 August 2019, 2 pm AEST (Week 6)
- Friday 18 October 2019, 2 pm AEDT (Week 13)

For each of the three Discussion Forums (Forums 1, 2 and 3), you will have to complete the following two steps:

1. Post your answer in the MyLO Discussion Forum (Communication > Discussion).

2. Submit two separate documents in the “Assessment 3 Discussion Forum” folders (Assessments > Assignments), which are:
   - A completed assignment cover sheet.
   - A Word version of the answer that you posted in the MyLO Discussion Forum (Step 1 above). Also include the selected topic in the Word version.
Failure to complete the above two steps will result in a delay in feedback on your participation in each discussion forum.

How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Students are required to attempt every assessment item within the stipulated due date (unless an extension has been negotiated with the unit coordinator at least 3 working days prior to the due date or there are extenuating circumstances). Your grade will be determined in the following way:

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.

Submission of assignments

The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor’s name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.
Requests for extensions

In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
   (b) ‘late’ means after the due date and time; and
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension.

Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties

Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

Assessment items submitted more than five (5) days late will not be accepted.

Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Review of results and appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed.

Review of Assessment consists of re-marking the final assessment item, checking the addition of all marks, and a check to ensure that all marks have been included in the final result.

Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. If you have passed the unit you must pay a $50 fee.
If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:


**Academic referencing**

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The University has a Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/content.php?pid=27520&sid=199808.

However, you are required to use the AIHSM Harvard style which is covered in section 9. AIHSM referencing style (p14) of the *AIHSM Writing and Presentation Style Guide (2019)* available from the unit’s MyLO under the Useful Resources for Assessments section of the Content tab on the unit’s home page (Content/Assessment).

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 second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources. This guide provides you with useful information about the structure and style of assignments in the TSBE.

AIHSM has developed a more detailed guide, *AIHSM Writing and Presentation Style Guide (2019)*, which can be found in MyLO under the Useful Resources for Assessments section of the Content tab on the unit’s home page (Content/Assessment).

The [University library provides information on presentation of assignments, including referencing styles](http://www.utas.edu.au/business-and-economics/student-resources) and should be referred to when completing tasks in this unit.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.
Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the Academic Honesty site on MyLO of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
Student Behaviour

The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

**MyLO**

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

**Getting help with MyLO**

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the [Getting Started in MyLO unit](#).

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website.

If something is not working as it should, contact the Service Desk ([Service.Desk@utas.edu.au](mailto:Service.Desk@utas.edu.au), phone 6226 1818), or [Request IT Help Online](#).

**Resources**

**Required readings**

There are no prescribed texts or software for this unit. The learning materials of the unit will be drawn from publications, journal articles and other credible sources and websites. You will be able to access the learning materials through the Learning Content section of the MyLO unit. Journal articles and other readings will be made available throughout the semester via MyLO.

**Recommended readings**

Recommended and supplementary readings, including lecture slides, are available in the Learning Content section of MyLO.

In addition, you are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. You are encouraged to review regularly relevant papers published in peer-reviewed academic journals, including:

**Peer-reviewed journals**

- BMJ Quality & Safety
- Healthcare Quarterly
- Health Policy
- International Journal of Healthcare Management
International Journal of Integrated Care
International Journal for Quality in Health Care
Journal of Patient Safety and Risk Management
Journal of Patient-Reported Outcomes
The Joint Commission Journal on Quality and Patient Safety

Useful websites for government and industry literature include:

Australian Commission on Safety and Quality in Health Care:

Subscribe to ACSQHC ‘On the Radar’ for regular alerts to peer-reviewed research publications.


State Government Health departments
World Health Organisation: https://www.who.int/
  - numerous safety and quality publications available

Health Foundation (UK): https://www.health.org.uk/

Institute for Healthcare Improvement (USA): http://www.ihi.org/


Agency of Healthcare Research and Quality (USA): https://www.ahrq.gov/

Australian Institute of Health Innovation Seminar series:
https://www.youtube.com/playlist?list=PLcvEM-DtEFitHglgmqWxZjIPrnuCblrE5

Reading Lists
N/A

Other Required Resources
EndNote X8 will be required for managing references. A guide for downloading and using EndNote is available on the UTas Library website:
http://utas.libguides.com/endnote
The University uses Turnitin and Grademark software to provide feedback on the assessments. Please visit the “useful resources for assessment” section on MyLO for more details on the use of software in this unit.

Activities

Learning 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.

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.

Details of teaching arrangements

Master-class

An intensive one-day master-class for the Safety and Quality specialisation was held in Sydney (Rozelle Campus) in semester 1 (March 2019). Details of the class were posted via MyLO. Students should make arrangements to access the Master-class recording if they were unable to attend in Semester 1.

The master-class learning materials are available on MyLO.

Master-classes are voluntary. They are designed to expose students to industry leaders in their field and are highly valued. The lecturers employ a range of teaching techniques to foster participation and critical and applied thinking around the topic. They have a particular emphasis on practical and problem-based-learning. Class discussions typically begin with practical examples and then apply critical and theoretical reasoning to the problems faced. Master-classes are not specifically designed to address the assessment tasks.

Online lectures

There will be online lectures arranged around the learning modules. These will be held using the web conferencing facility available in MyLO and will be on nominated Wednesdays at 5.00 pm AEST (or ADST where applicable), except where this falls on a public holiday. Some lectures may include a guest speaker whilst others will focus on an upcoming assessment. Whilst these are not compulsory and are recorded, in the event that no student attends the live session, the lecture will be closed for that
Low attendance will reduce the value of the discussion. Attendance allows you to ask any questions you have and receive an immediate response. The dates and times for these online lectures can be found in the Study Schedule at the end of this unit outline. Please note that the online lecture dates may change to accommodate guest presenters.

**Specific attendance/performance requirements**

As the average study time recommended for a unit in the Master program is approximately 10 hours per week (though this can vary considerably from student to student), you might expect to devote around 130 hours during the semester. This includes the approximate 8 hours of accessing the recordings of the master-class held in semester 1.

This means that the remaining time should be allocated to reading, participating in MyLO discussion forums, and completing assessment tasks. Some of the expectations we have of you as a student enrolled in this unit are; engaging with the readings provided on MyLO, participating in or listening to recorded online tutorials and regularly monitoring MyLO announcements.

In this unit, your active engagement will be monitored in the following way:

1. Submission of assessments.
2. Weekly access in the MyLO site.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled, or you may be withdrawn from the unit.

**Teaching and learning strategies**

The University is committed to a high standard 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. During the first four weeks of this semester, your participation and engagement in this unit will be monitored. If you do not demonstrate evidence of having engaged actively with this unit by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.
**Work Health and Safety (WHS)**

The University 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 [Work Health and Safety website](#) and policy.

**Communication**

**TO KEEP UP WITH ANNOUNCEMENTS REGARDING THIS UNIT**

Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

**WHEN YOU HAVE A QUESTION**

Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

**WHEN YOU HAVE AN ISSUE THAT WILL IMPACT ON YOUR STUDIES OR THE SUBMISSION OF AN ASSESSMENT TASK**

If you would like an appointment with the AIHSM staff, please send an email to the unit coordinator/lecturer. Students are to post any unit/course related questions on the unit message boards in MyLO. Questions emailed directly to lecturers will not be answered. Commonly, different students ask the same questions so this enables the lecturer to post one reply accessible to all students.

If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

**Concerns and complaints**

The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the [‘How to resolve a student complaint’ page](#).
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 the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.

Unit schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>WEEK BEGINNING</th>
<th>MODULE</th>
<th>ONLINE LECTURE</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-Week</td>
<td>Monday 8 July</td>
<td>Orientation – log into MyLO and familiarise yourself with the unit</td>
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<td>1</td>
<td>Monday 15 July</td>
<td><strong>Module 1:</strong> Overview of theory, practice and process for achieving safety and quality in healthcare organisations</td>
<td><strong>Online lecture 1</strong> Wednesday 17 July 5.00-6.00pm</td>
<td><strong>Assessment 3.1</strong> Discussion Post 1 Friday 26 July 2019, 2pm AEST</td>
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<td>2</td>
<td>Monday 22 July</td>
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<td>3</td>
<td>Monday 29 July</td>
<td><strong>Module 2:</strong> Engaging with healthcare professionals, patients and the community to deliver safety and quality requirements.</td>
<td><strong>Online lecture 2</strong> Wednesday 31 July 5.00-6.00pm</td>
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<td>4</td>
<td>Monday 5 August</td>
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<td>5</td>
<td>Monday 12 August</td>
<td><strong>Module 3:</strong> Legislation, regulation and professional practices for managing safety and quality</td>
<td><strong>Online lecture 3</strong> Wednesday 14 August 5.00-6.00pm</td>
<td><strong>Assessment 3.2</strong> Discussion Post 2 Friday 16 August 2019, 2pm AEST</td>
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<td>6</td>
<td>Monday 19 August</td>
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| 7 | Monday 26 August | **Module 4:** Strategies and mechanisms for safety and risk management | **Online lecture 4**  
Wednesday 28 August 5.00-6.00pm | **Assessment 1**  
Critical Argument  
Monday 26 August 2019, 2pm AEST |
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<tr>
<td>8</td>
<td>Monday 9 September</td>
<td>Module 4 continued</td>
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| 9 | Monday 16 September | **Module 5:** Quality management processes, practices and tools for the review and improvement of healthcare delivery | **Online lecture 5**  
Wednesday 18 September 5.00-6.00pm | |
| 10 | Monday 23 September | | | |
| 11 | Monday 30 September | | | |
| 12 | Monday 7 October | **Module 6:** Current approaches and future challenges for safety, quality and risk management | **Assessment 2**  
Critical Argument  
Tuesday 8 October 2019, 2pm AEDT | |
| 13 | Monday 14 October | | **Assessment 3.3**  
Discussion Post 3  
Friday 18 October 2019, 2pm AEDT | |

**MID-SEMESTER BREAK 2 – 8 September 2019 (INCLUSIVE)**

**ACCREDITATION**

**AACSB Accreditation**

The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.
By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.