COMM1000
CREATING SOCIAL CHANGE:
FROM INNOVATION TO IMPACT

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer in Charge
Lecturer: Dr Fanny Salignac
Room: Centre for Social Impact, Suite 16.01, Level 16, 6 O’Connell Street
Phone No: 8936 0919
Email: f.salignac@unsw.edu.au
Consultation times – By appointment

CSI Course Advisor
Operations Manager: Mrs Megan Day
Phone No: 8936 0990
Email: csistudents@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Seminars: Start in Week 1 (2nd of March), end in Week 12 (25th of May)

Stream 1
Time: Thursdays, from 10am to 1pm
Location: Vallentine Annexe, room 121 (K-H22-121C)

Stream 2
Time: Thursdays, from 2pm to 5pm
Location: Vallentine Annexe, room 121 (K-H22-121C)

2.2 Units of Credit
The course is worth 6 units of credit
There is no parallel teaching in this course
No pre-requisite required
No co-requisite required

2.3 Summary of Course
Do you believe in a fairer, more equitable society? Would you like to be a part of finding solutions that mean a better future for you, your community and country?

Whether your career lies in business, law, the arts, social policy and services, the built environment and urban planning, engineering or medicine, you can learn how to apply your skills to benefit all parts of the community. This course will strengthen your capacity to make a meaningful contribution to create better social outcomes.

Using in-depth case studies, and examining complex social issues from real life that leaders from business, government and civil society grapple with on an everyday basis, we will explore models for social change using tools such as cross-sectoral collaboration, social entrepreneurship, social innovation, and much more. As a result of the learning strategies drawn upon throughout the course, you will complete the course with a broad understanding of the social purpose system and, be able to strategically identify the keys to initiating and sustaining positive social change.
2.4 Course Aims and Relationship to Other Courses
This course aims to introduce students to systems thinking and societal change scenarios. It provides an overview of how sectors create social impact in Australia and how they can work together more effectively to achieve positive social change. Students will examine these change processes within specific sectors as well as how these sectors interact to generate change. Catalysts and barriers to change will also be highlighted and backed up by the real life experiences of high calibre guest speakers. Students will be given the opportunity to put this learning into practice by planning their own change process to solve a social problem.

This course is designed as a flexible core elective in the Commerce (or Commerce related) program, a level 1 Business School elective, or a General Education course for students from other UNSW faculties. It is designed to complement learning within the broad range of programs from across the University.

2.5 Student Learning Outcomes
The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Explain how the different sectors within Australian society create or contribute to social change</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Evaluate key local and global social issues</td>
<td>Readings Review</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Apply a systems thinking approach to the creation of positive social impact</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Critically evaluate the drivers of and barriers to social change</td>
<td>Reflective Journal</td>
</tr>
<tr>
<td></td>
<td>Understand and apply tools to create and measure social change</td>
<td>Seminar participation</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented</td>
<td>Report</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct, clear and persuasive manner</td>
<td>Seminar participation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively in small groups to complete a change project</td>
<td>Report</td>
</tr>
<tr>
<td></td>
<td>Peer evaluations</td>
<td></td>
</tr>
<tr>
<td>5a Ethical, environmental and sustainability responsibility</td>
<td>Implement ethical, environmental and sustainability concepts and practices in the social change process</td>
<td>Report</td>
</tr>
<tr>
<td>5b Social and cultural awareness</td>
<td>Understand the cultural context of social change systems</td>
<td>Reflective journal</td>
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<tr>
<td></td>
<td>Apply this learning to working in multi-cultural teams</td>
<td>Report</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The overall pedagogical philosophy of this course is based on the belief that learning is an active process requiring engagement and immersion. Due to the dynamic nature of social change this course will be highly interactive and discussion-oriented. It will utilize innovative and varied learning, teaching and assessment strategies designed to apply content to practical examples and case studies.

The course assumes the ability and willingness of students to actively engage in class and to take on a multi-disciplinary approach.

3.2 Learning Activities and Teaching Strategies

This course is intended as a 3-hour block seminar allowing for blended learning and teaching strategies. Typically, a seminar will be a mixture of short lectures, guest speakers, case studies, discussions and debates.
4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must achieve a composite mark of at least 50.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Participation (In Class Assessments)</td>
<td>30%</td>
<td>n/a</td>
<td>Week 5, 8, 10, 11</td>
</tr>
<tr>
<td>Readings Review (optional)</td>
<td>20%</td>
<td>1,500 words</td>
<td>Week 8</td>
</tr>
<tr>
<td>Team Report</td>
<td>30%</td>
<td>3,000 words</td>
<td>Week 11</td>
</tr>
<tr>
<td>Reflective Journal:</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reflective journal 1</td>
<td>10%</td>
<td>1,500 words</td>
<td>Week 5</td>
</tr>
<tr>
<td>• Reflective journal 2</td>
<td>10%</td>
<td>1,500 words</td>
<td>Week 13</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your readings review is optional.
This means you have the choice whether or not to submit your Readings Review. If you choose not to submit this piece of assessment, your Reflective Journals will count for 40%.
When submitting your Reflective Journal 1 in week 5, you will be asked whether you will be submitting your Readings Review in week 8, the decision will need to be taken then and will be final, there will be NO changes allowed after week 5.

4.3 Assignment Format

Assessment task 1 – TEAM PARTICIPATION (30%) – In class

Task description
Team participation will be evaluated during in-class case studies. Permanent teams will be announced in week 3 and allocated randomly by the lecturer in charge using Moodle.

Case studies will be conducted in week 5, 8, 10, and 11.

Typically, a case study week will involve an 80-minute lecture, followed by a video or reading related to the topic discussed during the lecture. A question will be distributed after watching the video or doing the reading and will mark the beginning of the case study. As a team, you will work together to provide an answer to the question provided. Your team will be required to submit a written answer at the end of the time allocated for the case study.

You will have 45 minutes to conduct the case study. During this time, your team will be given the opportunity to debate views, exchange notes on the required readings, reconcile differences of opinion and come to a consensus on your team’s response. Your answers will be presented and debated with the rest of the class at the end of the seminars.

You are required to complete the background readings provided online BEFORE you come to class in preparation for your teamwork. It is essential to this exercise that all team members are familiar with the background material.
The case studies topics have been set as follows:

Case Study # (Week 4): Challenges facing not-for-profits as champions of civil society
Case Study 1 (Week 5): The public sector and social impact
Case Study 2 (Week 8): More than a 100,000 Australians without a home
Case Study 3 (Week 10): Indigenous Australians: Past challenges and future opportunities
Case Study 4 (Week 11): Global trends and local contexts

Assessment Criteria

During the case studies, students will need to use knowledge and references from their required readings as well as the lecture notes. As a team, you will need to demonstrate your ability to synthesize and integrate readings, theories and concepts presented during the lecture in relation to the specific topic at hand and question asked.

Feedback

Written feedback and marks will be given before the next case study to allow you to improve. Your very first case study, in week 4, will not be marked. It is aimed at giving you a feel for what will be expected of your team during a case study week. Your best three (3) case studies (from week 5, 8, 10, 11) will be added up to calculate your final case study grade. Attendance will be taken during a case study week to ensure only team members present during that week receive the mark. Students missing more than one (1) case study week will therefore be given a zero (0) for any subsequent case study they did not attend.

Assessment Task 2 – READING REVIEW (20%) - Optional

Task Description

This assignment involves reflecting on some of the suggested readings for week 2 to 8 as well as the class discussions of those readings.

Choose TWO (2) of your readings from week 2 to 8 (included). Note, you may include two readings from the same week if you wish; readings can also be selected both from your required and additional readings.

You will need to write a critique of each reading – this involves writing a short summary of the main points of the text, and then focusing on your critique of the text (what key concepts did you learn or revisit, which parts of the author’s argument were most compelling, which were weak or you disagree with, what thoughts did the paper stimulate for you, etc). You should also draw upon relevant discussions you have participated in with other students in relation to your chosen readings. You will need to include the full reference of the readings being critiqued.

Assessment Criteria

The aim of this assessment is to illustrate your engagement with the literature presented in the course. The assessment requires you to identify some of the key concepts and ideas discussed and debated within the course material thus far, illustrate your understanding of these key concepts and ideas, and demonstrate an evaluative analysis to level two standard of the concepts that you have chosen to focus upon.

It is a maximum of 1,500 words, due in Week 8 (with a leniency of, plus or minus, 10%),

Feedback

Marks and feedback will be given within two weeks of submission
Assessment task 3 – TEAM REPORT (30%)
Social Change: Australia and the rest of the world

Task description
Your team has been called in to consult on how to address a social need. You are required to put together an informal presentation and a report addressing the task requirements below.

You will be working on your team report with the team you were allocated to in week 3. You are encouraged to begin thinking about and working on your report early during the semester.

Requirements
As a team, choose a social issue that is relevant in both Australia and another country (there are no limitations for your choice of overseas country).

Part one of your report: Conduct a literature review of your selected social issue and overview the main research themes in the field. Here, your research should focus on academic literature (i.e. UNSW library website).

Part two of your report: Analyse the current situation in Australia using the systems framework introduced in class. As part of your analysis, you will need to identify the major initiatives and identify what has worked and what has not worked. You will also need to compare and contrast how this issue both presents and is being addressed in one other overseas country. Here, your research will draw on media, websites from the different sectors of the system and other current sources (i.e. here you can use google).

Part three of your report: Design a change process to address your selected social issue. Make sure that your social issue is as specific as possible here, you will need to narrow down what you are aiming to achieve as much as possible so that it is doable. Apply the systems change framework and the tools discussed in class. Justify your choice of specific tools and approaches by drawing on the material covered during the semester.

Report Workshop (week 6)
This workshop is dedicated to your report to ensure you get the necessary guidance and feedback to conduct this project.

Each team will be required to present a summary of the report and work done so far in week 6. The presentation is an informal one (you will not need to stand up or prepare Power Points and it is not marked).

In preparing for this workshop you should include a discussion of the social issue selected – be as specific as possible. You should also include an overview of the key themes of your literature review, a high level assessment of the current situation, and initial ideas about your change process.

It is important that you come to this workshop prepared. It is your opportunity to ask in-depth questions about what you have done so far.

Written Report (week 11)
Your written report is due in week 11. It should address all the requirements stipulated above.

Your report is limited to 3,000 words (with a leniency of, plus or minus, 10%), excluding appendices and reference list. You report should be structured in a professional manner. It is recommended that students do some research as to what a professional consultant’s report structure looks like.

Assessment Criteria
Marking criteria for your report will be available on Moodle under Assessment and marking criteria.
Keep in mind that the report should not be a list of the information you have collected during the research process but should rather critically analyse the implications of this information. You need to think carefully about what information to include, which sources to use and how to interpret the data you find. You are required to research beyond references sourced from Google and make use of the Library’s journal articles available online.

Peer Assessment

Each individual team members will need to fill in a peer evaluation. Your peer evaluation is due in week 11 and is available on Moodle under Assessment and Peer Assessment. Your peer evaluations should be filled in individually and are confidential.

You will need to make sure to submit your peer evaluation by the 21st of May (the day your team report is due) to f.salignac@unsw.edu.au - or as a hard copy in class. Peer evaluations submitted after the 21st of May will not be taken into account.

In this peer evaluation, you will need to allocate a mark to each of your team members, including yourself, by rating everyone’s contribution and performance on a scale of 100. Added up, the team members’ mark should equal 100. Detailed justification must be given for any mark above or below average.

Once every members of a team have allocated a mark to each of their team member, including themselves, the course coordinator will calculate each team member’s individual index.

Ideally, all members will have contributed to the work equally. In this case, all team members will get the same mark.

If, however, the workload and performance was unequal, there will be different index numbers for each person and individual marks will be allocated accordingly. Theoretically, a person can get a higher mark than the actual team mark if this person has done more work than the rest of the team. However, a maximum cap of 5% will be applied.

This system rewards team members who have done more work with a maximum bonus of 5% and penalise team members who have not done enough work (there is no set limit for maximum penalty. A student having done no work on their team report could fail this assignment even if the team passes).

Assessment task 4 – REFLECTIVE JOURNAL (20%)

Task description

The aim of this exercise is to help develop your skills in reflective practice in general, and on social change in particular. Social change is a dynamic and self-reflective learning process that transforms attitudes, skills and knowledge. Your reflective journal is used to track this process. It requires you to critically reflect on what you have learned and how this applies to your life and career.

Your reflective journals are due in week 5 and 13 and are limited to 1,500 words each (with a leniency of, plus or minus, 10%). The questions below need to be addressed.

Requirements

Reflective journal 1 – week 5

1- From your learning to date and your own knowledge, define social change.

2- How have the insights gained so far influenced the way you view social change and your role as a social change agent?

3- In week 3 you were allocated to a team, what will you do to make sure to create an atmosphere favourable to a collaborative and productive teamwork?
Reflective journal 2 – week 13

1- Refer back to your definition of social change in your reflective journal 1 – reflect on the evolution of your understanding of social change from then to now and whether your definition has changed/evolved.

2- Reflect on the key obstacles you see likely to arise when applying principles of social change learnt in class to your career and your life. Put a plan in place to overcome those obstacles.

3- Reflecting on your experience of teamwork throughout the semester, what helped your team achieve its goal? What will you do differently in the future?

Assessment Criteria

Your reflective journals demonstrate the evolution of your thinking and understanding of social change along the semester.

It is not an essay but a reflection piece. There is no need for a formal essay structure (e.g. introduction and conclusion). You should aim at answering the questions given above. There is also no need for external research, however, you are required to integrate your course readings, content and theories to support your reflection.

Support is available for students who are not familiar with reflective journals through the Education Development Unit:
http://www.asb.unsw.edu.au/learningandteaching/studentservices/Pages/default.aspx

Feedback

Online, written feedback will be provided within two weeks of submission.

4.4 Assignment Submission Procedure

Online submission

All assignments must be submitted electronically via Turnitin on Moodle. Assignments submitted electronically via Turnitin do not require cover sheets. Ensure that your student ID number is in the top right hand corner of each page for individual assignments and the team name or number plus student ID of all members is in the top right hand corner for team assignments. Full information about how to prepare assignments for electronic submission can be found in the Turnitin Student Guide: http://teaching.unsw.edu.au/turnitin-students

In the unlikely event that a problem should occur when submitting assignments online, students should make sure to send their assignment to the lecturer in charge before the deadline and re-submit using Turnitin as soon as the problem is rectified.

Your assignments are due on the day of your seminars. They must be submitted online by 11.59pm on the due date.

Referencing style

Harvard Referencing is preferred but an alternate referencing style can be used as long as consistency is demonstrated throughout your assignments.

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

Formatting requirements

Time New Roman, 12pt font and 1.5 line spacing is recommended.
**Feedback**

Feedback is taken very seriously. It is the only way students can understand what was done well and what could have been done better, and therefore learn. Feedback on written assessment will be provided within two weeks of submission, as well as continuously throughout the semester during the seminars or online.

Students are reminded that they should keep a copy of all work submitted for assessment and to keep returned marked assignments.

**4.5 Assignment Late Submission**

Late submission will be downgraded by 10% for each day after the due date. Any piece of assessment not submitted within 10 days of the submission date will receive a zero (0).

**Quality Assurance**

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

**5 COURSE RESOURCES**

There is no Text required for this course.

Readings are available online for each week under “Learning Resources” on Moodle. Online readings include required readings (to do before class for each week) as well as support readings (can be consulted for theoretical support). Required readings consist of core texts and their applications. Readings are chosen to provide both theoretical foundation and to illuminate their meaning and usage in professional contexts. The readings are not to be studied in detail, but designed to initiate thinking and understanding of key themes in social systems and change.

Additional materials:

Additional material will be provided as it becomes available and provided on this course Moodle’s site: [http://lms-Moodle.telt.unsw.edu.au/webapps/portal/frameset.jsp](http://lms-Moodle.telt.unsw.edu.au/webapps/portal/frameset.jsp)

**6 COURSE EVALUATION AND DEVELOPMENT**

Each semester, feedback is sought from students using UNSW’s Course and Teaching Evaluation and Improvement (CATEI). Your feedback is important to ensure the course is continually improved.

**7 COURSE SCHEDULE**

Seminars start in Week 1 and finishes in Week 12.
<table>
<thead>
<tr>
<th>Week</th>
<th>Materials</th>
<th>Seminar Topic</th>
<th>Activities</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 March</td>
<td>Course Outline</td>
<td>Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section 1 – Change Agents and Systems Thinking</strong></td>
<td></td>
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<tr>
<td>2 9 March</td>
<td>Online Readings</td>
<td>You and society</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>3 16 March</td>
<td>Online Readings</td>
<td>Business as a social powerhouse</td>
<td>Discussion</td>
<td>Permanent Team Allocated</td>
</tr>
<tr>
<td>4 23 March</td>
<td>Online Readings</td>
<td>Challenges facing Not-For-Profits as champions of civil society</td>
<td>Guest speaker Case study #</td>
<td></td>
</tr>
<tr>
<td>5 30 March</td>
<td>Online Readings</td>
<td>The Public Sector and social impact (?)</td>
<td>Case study 1</td>
<td>Reflective journal 1</td>
</tr>
<tr>
<td>6 13 April</td>
<td>Online Readings</td>
<td>Report Workshop</td>
<td></td>
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<tr>
<td><strong>Section 2 - Innovation and Impact</strong></td>
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<tr>
<td>7 20 April</td>
<td>Online Readings</td>
<td>Toolkits for change: towards measuring your impact</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>8 27 April</td>
<td>Online Readings</td>
<td>More than a 100,000 Australians without a home: Tools to tackle it</td>
<td>Case study 2</td>
<td>Readings review</td>
</tr>
<tr>
<td>9 4 May</td>
<td>Online Readings</td>
<td>From disability to enabling opportunity</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>10 11 May</td>
<td>Online Readings</td>
<td>Indigenous Australians: Past challenges and future opportunities</td>
<td>Guest Speaker Case study 3</td>
<td></td>
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<tr>
<td><strong>Section 3 – Conclusion</strong></td>
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<td></td>
</tr>
<tr>
<td>11 18 May</td>
<td>Online Readings</td>
<td>Global Trends and local contexts</td>
<td>Case Study 4</td>
<td>Team report</td>
</tr>
<tr>
<td>12 25 May</td>
<td>No Readings Required</td>
<td>Semester’s review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 1 June</td>
<td>No class</td>
<td></td>
<td></td>
<td>Reflective journal 2</td>
</tr>
</tbody>
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<tr>
<td>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</td>
</tr>
<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<tr>
<td>3. Communication: Our graduates will be effective professional communicators.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
</tr>
<tr>
<td>You will be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Identify social and cultural implications of business situations.</td>
</tr>
</tbody>
</table>
9 ACADEMIC HONESTY AND PLAGIARISM

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

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

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

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

10 STUDENT RESPONSIBILITIES AND CONDUCT

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

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

10.1 Workload

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

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

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

10.2 Attendance

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

10.3 General Conduct and Behaviour

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

10.4 Occupational Health and Safety

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

10.5 Keeping Informed

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

11 SPECIAL CONSIDERATION

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

General Information on Special Consideration for Undergraduate courses:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least [Fill in specific requirements for your School or course] and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam in undergraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a
supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2015 are:
   - 14th July – exams for the School of Accounting
   - 15th July – exams for all Schools except Accounting and Economics
   - 16th July – exams for the School of Economics

   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The Business School’s ‘Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses’ is available at:


**Special consideration and assessments other than the Final Exam in undergraduate courses:**

Refer to General Information in Special Consideration

**12 STUDENT RESOURCES AND SUPPORT**

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

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)

  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)

  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**

  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging into websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  
  [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au) Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au