COMM5708
Social Impact: Entrepreneurs and Social Innovation

Course Outline
Session 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Face to face

Assoc. Prof Cheryl Kernot
Phone No: 8936 0990 (c/- CSI Students)
Email: c.kernot@unsw.edu.au
Consultation Times – by arrangement

Associate Professor Cheryl Kernot was appointed the Centre for Social Impact’s first Director of Social Business in September 2008. Cheryl spent the previous five years working in the UK as a Programme Director at the Skoll Centre for Social Entrepreneurs at the Said Business School at Oxford University and prior to that as the Director of Learning at the School for Social Entrepreneurs in London. Her specialist role at the Skoll Centre was to assist and mentor start-up social businesses particularly in the delivery of innovative health services.

She was a representative on the UK Social Enterprise Coalition policy-working group on health social enterprises, and a presenter at the Skoll World Forum. Currently she is a judge on an international case-writing competition (social enterprise cases) has just completed leading a research project on social procurement and co-authoring a book on Australian social enterprises. She has also written a background paper on social enterprise and social inclusion for the Department of Prime Minister and Cabinet.

From 2007-12 she was an honorary board member of Foresters Community Finance which is pioneering social investment in social enterprises, and was also on the founding committee of a UK charity which works to provide shelter and education for street children in Kampala, Uganda.

She has been the elected Chair of the Fair Trade Association of Australia and New Zealand since 2009.

She was an elected member of the Australian Parliament from 1990 – 2001 holding social policy and finance portfolios and is a qualified secondary school teacher and cricket umpire.
Dr Karen Soldatic is an international researcher in the field of disability studies and her research work has been published widely in some of the world’s lead international social-science journals in the area. Her research work builds upon her extensive policy experience working inside government on national disability policy priorities, undertaking major state programmatic reforms involving research, public consultation and program implementation (2002–2010).

Karen has been involved with the social sector, locally and globally, since the early 1990s, beginning in Cambodia where she worked in educational development and engagement for national rebuilding.

Karen is now the National Director of Teaching with the Centre of Social Impact (CSI), UNSW Australia, and has overall management responsibility for the delivery of CSI’s Education Portfolio. She is also keen to develop a range of international learning and teaching opportunities for CSI students and actively promote social innovation and impact.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Face to face
If you are enrolled in the face-to-face (seminar) class, it is compulsory to attend 6 whole day (from 9.30am to 4.30pm) classroom seminars. Seminars start in Week 1 as set out in the table below. Location: UNSW CBD Campus, Level 6, 1 O’Connell Street, Sydney

<table>
<thead>
<tr>
<th>Day</th>
<th>Session week number</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Week 1</td>
<td>Wednesday 10 February 2016</td>
</tr>
<tr>
<td>2.</td>
<td>Week 3</td>
<td>Wednesday 24 February 2016</td>
</tr>
<tr>
<td>3.</td>
<td>Week 5</td>
<td>Wednesday 9 March 2016</td>
</tr>
<tr>
<td>4.</td>
<td>Week 7</td>
<td>Wednesday 23 March 2016</td>
</tr>
<tr>
<td>5.</td>
<td>Week 9</td>
<td>Wednesday 6 April 2016</td>
</tr>
<tr>
<td>6.</td>
<td>Week 13</td>
<td>Wednesday 4 May 2016</td>
</tr>
</tbody>
</table>

Online
The course is delivered online over 12 weeks from Monday 8 February until Sunday 1 May 2016. No face-to-face attendance is required.
2.2 Units of Credit
The course is worth 6 units of credit and is offered in both the Graduate Certificate in Social Impact and the MBA (Social Impact).

2.3 Summary of Course
This is the core course in the Graduate Certificate in Social Impact and the MBA (Social Impact). We encourage students to take this course early in their studies.

The course first examines the social economy through the emerging spectrum of organisational forms that generate both social and economic value: from traditional charities, to social enterprises, through to socially responsible business and traditional corporations. It looks at why the traditional boundaries between government, business and the social sector have become blurred and fluid and what that means for the capacity to deliver new forms of social impact.

Second, the course examines trends and drivers re-shaping the dynamics of social impact. It reviews the key changes that have occurred within each of the sectors: the changing role of government from direct provider to enabler; the emergence of corporate responsibility within the business sector; the emergence of social enterprises and socially responsible businesses within the social sector and the emergence of new forms of philanthropy and social investment. The course examines the ways in which these changes drive social innovation and it concludes with a review of global trends and organisations that effect social change and impact.

In a course like this, with a broad overview, we touch on key themes, delving into some in greater depth. However, the case studies discussed in class and in assignments will provide opportunities to explore the themes in more detail.

2.4 Course Aims and Relationship to Other Courses
The course aims to develop an awareness and critical understanding of the accelerating economic relationship between the government, business and the third (not-for-profit) sectors and the way it is driving the delivery of social (including environmental) value in communities, and the way in which this (accelerating economic) relationship drives social innovation, both globally and locally.

It aims to equip you to bring a cross sector understanding of key concepts as they apply to each of the government, business and third sectors and to use this understanding to operate effectively in this changed and changing environment.

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 postgraduate coursework students in the Business School. 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 Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of this course outline.

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 developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Social Impact Program learning goals and outcome</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following postgraduate learning goals:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>Practised and/or assessed in the following:</td>
</tr>
<tr>
<td><strong>1 Knowledge:</strong> Students should be able to identify and apply current knowledge of disciplinary and inter-disciplinary theory on social impact and professional practice to organisations operating within diverse situations</td>
<td>1, 3, 5</td>
<td>Participation Assignment 1, 2 &amp; 3</td>
</tr>
<tr>
<td><strong>2 Critical Thinking and Problem Solving:</strong> Students should be able to identify, research and analyse complex issues and problems in social impact and develop appropriate and well-justified solutions for the given context.</td>
<td>2, 4, 6, 7</td>
<td>Participation Assignment 1, 2 &amp; 3</td>
</tr>
<tr>
<td><strong>3 Communication</strong> Our graduates will be highly effective communicators in complex social environments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3a Written Communication:</strong> Students should be able to produce written documents that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td>8</td>
<td>Assignment 1, 2 &amp; 3</td>
</tr>
<tr>
<td><strong>3b Oral Communication:</strong> Students should be able to produce oral presentations that communication effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td>8</td>
<td>Assignment 3</td>
</tr>
<tr>
<td><strong>4 Teamwork:</strong> Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified social impact outcomes.</td>
<td>7</td>
<td>Participation Assignment 3</td>
</tr>
<tr>
<td><strong>5a Ethical, social and environmental responsibility:</strong> Students should be able to identify and assess ethical, environmental and sustainability considerations in social impact decision-making, processes and practices.</td>
<td>2, 3, 4, 5, 6</td>
<td>Assignment 1, 2 &amp; 3</td>
</tr>
<tr>
<td><strong>5b Social and cultural awareness:</strong> Students should be able to consider social and cultural implications of social impact knowledge, processes and practices within differing contexts and situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>6 Leadership:</strong> Students should be able to reflect upon their own personal leadership style and the leadership styles, knowledge and practices to achieve effective social impact outcomes within a diverse range of contexts and situations.</td>
<td>Not addressed in this course</td>
<td>Not assessed in this course</td>
</tr>
</tbody>
</table>
Course learning outcomes

After studying this course you should be able to:

1. Demonstrate a strong understanding of the key foundational concepts within the social impact field, including: social entrepreneurship, social enterprise/business, social value creation, social innovation, social investment and social-impact assessment

2. Analyse and frame social-impact issues and projects using the CSI's Theory of Change and Social Impact Framework

3. Explain and describe the trends and drivers re-shaping the dynamics of the social economy

4. Critically evaluate the interrelationship of the social-purpose sector, governments and the corporate sector and their divergent roles in achieving social-impact outcomes

5. Identify the new organisational forms and other consequent influences (such as new forms of social investment) resulting from the accelerating interaction of business, government (and its public-service agencies), philanthropic foundations and individuals, and community-based organisations

6. Demonstrate an informed response to the analysis of global trends in policy, markets and organisational forms that effect social change, social innovation and impact

7. Conduct both individual and team analyses of contemporary examples of social-purpose ventures and explain their distinctive differences from economic-purpose ventures

8. Develop research and communication skills necessary for social-impact work and study.

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Face to face

The face to face class uses a seminar–style format to achieve its intended learning outcomes. You are required to read the assigned materials before the relevant class and come to each class prepared for active participation and discussion. The format and content of the course is intended to promote critical dialogue and reflection on the broad topic of the changing social economy and how social innovation and social impact are delivered. It is very important for the success of the course that everyone does the assigned readings. For most classes the seminar discussion will be preceded or followed by a lecture presentation setting the scene, framework and context for the topic being examined and provide questions for discussion. Most classes will also make use of documentaries, invited guest speakers, and case studies.

A more detailed session and readings outline will be available via Moodle to enrolled students.

Online

The teaching model in the online class is fully online. You are encouraged to develop an inquiry-based approach to your learning with your teacher guiding your learning. The Moodle site will provide access to multi-media resources and presentations that can provide you with the tools to examine, explore and discuss your learning with your co-participants and teachers. The online resources will set the scene, framework and context for the topics being examined.
3.2 Learning Activities and Teaching Strategies

In order to maximise the collaborative and experiential nature of this course, a “flipped” learning and teaching approach will be used that will help to support deeper student engagement and outcomes. The “flipped” approach means you do reading and researching independently and use group class time for active and interactive learning. Each unit (topic) will include a range of activities that you will complete before and after the unit is offered. You have three major resources to help you learn:

1. The course materials, comprising readings, references, insights and commentary for each unit. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.

2. Your classes are either face-to-face or via the online Moodle site. Your teacher’s role is to guide your learning by conducting class discussions, answering questions that might arise after you have done the week’s work, providing insights from practical experience and understanding of theory, providing you with feedback on your assignments, and directing discussions that will occur between you and your co-participants.

3. Your co-participants. Your co-participants are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

Full details (including weightings and due dates for both face to face and online modes) are provided in the Assessment Details document in your class Moodle site. There are four components of the assessment in this course:

<table>
<thead>
<tr>
<th>Task</th>
<th>Due (F2F)</th>
<th>Due (Online)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical review</td>
<td>Mon March 14th</td>
<td>Week 4</td>
</tr>
<tr>
<td>2. Case analysis</td>
<td>Mon April 11th</td>
<td>Week 8</td>
</tr>
<tr>
<td>3. Comparison and analysis of global social innovations</td>
<td>Handed in last class Wednesday May 4</td>
<td>Week 12 (presentation) Week 13 (report)</td>
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<tr>
<td>(Group work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participation (online) / Group peer feedback</td>
<td>Thursday May 5th</td>
<td>throughout</td>
</tr>
<tr>
<td>(face to face)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are no exams in this course.
4.3 Assessment Format
Full details of required formats are included in the Assessment Details document in your class Moodle site.

4.4 Assignment Submission Procedure
You must submit your assignment through your online classroom.

4.5 Late Submission
Late submissions are possible but will be marked as such and will be subject to late penalties of 10% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your teacher.

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 Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES
The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

Login to Moodle with your student zID (username) and zPass (password).

If you encounter a technical problem while using Moodle, please contact the UNSW IT Service Desk via the following channels:
Website: https://www.it.unsw.edu.au/students/
Email: ITServiceCentre@unsw.edu.au
Telephone: +61 (2) 9385 1333
Phone and email support is available Monday to Friday 8am – 8pm, Saturday and Sunday 11am – 2pm. Online service requests can be made via their website.

Readings
There are no prescribed textbooks for this course. Each unit (topic) will have compulsory and supplementary readings.

All essential course resources will be available online via websites or the UNSW Library.

6 COURSE EVALUATION AND DEVELOPMENT
Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations.
### 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>ONLINE UNIT</th>
<th>FACE TO FACE SEMINARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 February</td>
<td>1</td>
<td>Wednesday 10 February 2016</td>
</tr>
<tr>
<td>2</td>
<td>15 February</td>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td>22 February</td>
<td>3</td>
<td>Wednesday 24 February 2016</td>
</tr>
<tr>
<td>4</td>
<td>29 February</td>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td>7 March</td>
<td>5</td>
<td>Wednesday 9 March 2016</td>
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<tr>
<td>6</td>
<td>14 March</td>
<td>6</td>
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<tr>
<td>7</td>
<td>21 March</td>
<td>7</td>
<td>Wednesday 23 March 2016</td>
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<tr>
<td>8</td>
<td>28 March</td>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td>4 April</td>
<td>9</td>
<td>Wednesday 6 April 2016</td>
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<tr>
<td>10</td>
<td>11 April</td>
<td>10</td>
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<tr>
<td>11</td>
<td>18 April</td>
<td>11</td>
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<td>12</td>
<td>25 April</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2 May</td>
<td>13</td>
<td>Wednesday 4 May 2016</td>
</tr>
</tbody>
</table>
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. Postgraduate programs also include a sixth goal related Leadership.

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.

Social Impact Program Learning Goals

1. Knowledge

Our graduates will have current social impact disciplinary or interdisciplinary knowledge applicable in local and global contexts

Learning outcome: Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory on social impact and professional practice to social impact organisations operating within diverse situations locally and globally.

2. Critical thinking and problem-solving

Our graduates will have critical thinking and problem-solving skills applicable to the field of social impact practice or complex social impact issues.

Learning outcome: Students should be able to identify, research and analyse complex issues and problems in social impact and develop appropriate and well-justified solutions for the given context.

3. Communication

Our graduates will be highly effective communicators in complex social environments.
Learning outcome for 3a - Written Communication: Students should be able to produce written documents that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.

Learning outcome for 3b – Oral Communication: Students should be able to produce oral presentations that communication effectively complex disciplinary ideas and information for the intended audience and social impact purpose.

4. Teamwork
Our graduates will be effective team participants working collaboratively across diverse social impact contexts.

Learning outcome: Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified social impact outcomes.

5. Ethical, social and environmental responsibility
Our graduates will be aware of the ethical, social, cultural and environmental implications of business issues and practice.

Learning outcome for 5a – Ethical, social and environmental responsibility: Students should be able to identify and assess ethical, environmental and sustainability considerations in social impact decision-making, processes and practices.

Learning outcome for 5b – Social and cultural awareness: Students should be able to consider social and cultural implications of social impact knowledge, processes and practices within differing contexts and situations.

6. Leadership
Our graduates will have a sound understanding of effective social impact leadership across and within complex contexts.

Learning outcome: Students should be able to reflect upon their own personal leadership style and the leadership styles, knowledge and practices to achieve effective social impact outcomes within a diverse range of contexts and situations.

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
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, and in online activities, 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 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://safety.unsw.edu.au/.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course website. 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 and Postgraduate 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.

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
  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
  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. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  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
• **IT Service Centre**  
  Provides technical support for problems logging in to websites, downloading documents etc.  
  [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)  

• **UNSW Counselling and Psychological Services**  
  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; Email: counselling@unsw.edu.au

• **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