COMM5713

Collaboration for Social Impact

Course Outline
Session 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Teacher-in-charge: Ms Liz Skelton
Room: CBD campus, worksite visits (for face-to-face class) and Moodle site (for online class)
Phone No: 0406 066 647
Email: liz.skelton@unsw.edu.au
Consultation Times – Monday-Friday business hours by appointment

Teacher-in-charge - Ms Liz Skelton

Committed to achieving social change for a better world, Liz Skelton is renowned in Australia for her work and expertise as a leader, consultant, author and teacher of leadership for social and adaptive system change. Having accumulated 25 years of experience in both: the innovative development of leadership practice for social change with leading CEO's and Change Agents (Social Leadership Australia); and hands on leadership of cutting edge social change organisations in Australia and the UK (Streetwize Communications; Crew 2000). Liz brings this unique experience, skills and knowledge to the development of collaboration, which enables cross stakeholder/sectors to change the way their systems work together to create positive social change.

In 2013, she co-authored her first book, "The Australian Leadership Paradox: What it takes to lead in the Lucky Country", together with Geoff Aigner, published by Allen & Unwin. Her latest book “Lost conversations: Finding new ways for black and white Australians to lead together” was launched in Nov 2014 and was co-authored with a group of Indigenous and non-Indigenous leaders during a five year leadership initiative.

Co-Tutor: Ms Kerry Graham, k.graham@unsw.edu.au

Kerry Graham - Social Impact consultant
Kerry has worked in social change for over 20 years. She has held executive roles within national non-profit organisations (Inspire Foundation CEO; Good Beginnings Australia, COO); and advised governments on social policy (Australian Social Inclusion Board, NSW Treasurer’s Advisory Body). She holds qualifications in public policy, law, social work and community management. Kerry is a Director of Collaboration for
Impact – the national learning organisation and community of practice for systems change. She consults to communities, corporations, governments and non-profit organisations on collaboration and innovation in social change and teachers on collaborative practice with Centre for Social Impact. Her purpose is to evolve the way social change happens in Australia for the benefit of young people.

2  COURSE DETAILS

2.1  Teaching times and locations

Face-to-face Class
If you are enrolled in the face-to-face class, it is compulsory to attend four whole day classroom seminars AND two Worksite visits. You will also have access to the COMM5713 face-to-face Moodle site.
Lectures start in Week 1 in intensive blocks as set out in the table below.

<table>
<thead>
<tr>
<th>Unit Schedule</th>
<th>Day date location</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 whole days</td>
<td>9.30am to 4.30pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>11th February</td>
<td>Classroom UNSW CBD</td>
</tr>
<tr>
<td>4</td>
<td>Friday</td>
<td>3 March</td>
<td>Worksite – Mt Druitt</td>
</tr>
<tr>
<td>4</td>
<td>Saturday</td>
<td>4 March</td>
<td>Classroom UNSW CBD</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>18 March</td>
<td>worksite visit (TBA)</td>
</tr>
<tr>
<td>9</td>
<td>Thursday</td>
<td>7 April</td>
<td>Classroom UNSW CBD</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>29 April</td>
<td>Classroom UNSW CBD</td>
</tr>
</tbody>
</table>

UNSW CBD classroom 1 O’Connell Street, Sydney

Online Class
If you are enrolled in the online class over 12 weeks from 8 February until 2 May 2016. There is no face-to-face attendance required. All your learning and interactions will be through the COMM5713 online Moodle site.

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 course examines key concepts and frameworks of cross-sector collaboration and develops your capacities to undertake effective collaboration with existing and emerging partners. Primary topic areas include: cross-sector leadership, building and sustaining strategic partnerships, creative collaborative management, collaboration dilemmas and tensions and effective collaboration design and implementation. In completing this course, you will gain a deeper understanding of the knowledge and frameworks required to develop and sustain cross-sectoral collaborations to achieve social impact. You will also have the opportunity to develop a range of skills and competencies that can be applied to build collaborative partnerships with government, business and the third sector within your workplace.

2.4  Course Aims and Relationship to Other Courses
This course aims to develop your understanding of the key concepts and frameworks of system change and collaborative leadership. Students will gain an ability to apply collaborative practices to complex social challenges. You will build these skills through a worksite visit or through access to equivalent online multimedia resources, case
study, experiential learning and individual investigation of different approaches to achieve system change.

### 2.5 Course 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’).

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>On successful completion of the course, you should be able to:</td>
<td>Practised and/or assessed in the following:</td>
<td></td>
</tr>
<tr>
<td><strong>1 Knowledge:</strong> Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory on social impact and professional practice to organisations operating within diverse situations</td>
<td>Demonstrate current interdisciplinary knowledge applicable to local and global contexts</td>
<td>Participation Assessments 1, 2</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>Apply critical thinking and problem solving skills to diagnose complex problems</td>
<td>Participation Assessments 1, 2</td>
</tr>
<tr>
<td><strong>3 Communication</strong>&lt;br&gt;Our graduates will be highly effective communicators in complex social environments.&lt;br&gt;<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>Demonstrate effective communications skills and strategies, verbally and in written format, for collaborative practice to advance social impact</td>
<td>Participation Assessments 1, 2</td>
</tr>
<tr>
<td><strong>3b Oral Communication:</strong> Students should be able to produce oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and social impact purpose.</td>
<td>Demonstrate effective inter/intra-sectoral collaborative practice to advance social change</td>
<td>Assessment 1</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>Demonstrate a strong awareness of, and capacity to, sustain partnerships that build ethical relationships of trust and collaboration</td>
<td>Participation, Assessment 2</td>
</tr>
<tr>
<td><strong>5a Ethical, social and environmental responsibility:</strong> Students should be able to identify and assess ethical,</td>
<td>Demonstrate social leadership to support dynamic</td>
<td>Assessment 2</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Face-to-face
The teaching model in the face-to-face class is a blended one. You are encouraged to develop an inquiry-based approach to your learning and will be supported in this throughout the course by a clear teaching strategy. The face-to-face teaching will comprise presentations that set the scene, framework and context for the topic being examined to achieve its intended learning outcomes, and then provide questions and exercises for discussion. Face-to-face classes will also make use of a worksite visit, documentaries, invited guest speakers, and case studies and activities available on the COMM5713 face-to-face course Moodle site. Additional information on class format will be provided at the first session of the course.

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 COMM5713 online 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 independent 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. Indicative time frames will be provided to support your learning in this way. Extensive use will be made of the course Moodle site.

You have three major resources to help you learn:
1. The course materials, comprising the units with readings, references, insights and commentary. 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. **Face-to-face** teaching will also include worksite visits.

For the online students multi-media elements will be provided in your Moodle site that encompasses this worksite information. The teachers’ role is to guide your learning by conducting class discussions (either face-to-face or online), answering questions that might arise, providing insights from their 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 teacher and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

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**

The following table summarises the assessment for this unit.

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Face-to-face</th>
<th>Due Online</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: an essay (Individual: 3,000 words)</td>
<td>Friday 11 March</td>
<td>Friday 11 March</td>
<td>35%</td>
</tr>
<tr>
<td>Assessment 2: A Group Report (Team: 2,500 words)</td>
<td>Thursday 28 April</td>
<td>Wednesday 27 April</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment 2: A Group presentation</td>
<td>Friday 29 April</td>
<td>Wednesday 27 April</td>
<td>10%</td>
</tr>
<tr>
<td>(time as organised)</td>
<td>(by video uploaded into a Discussion Forum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 2: A report (Individual: 700 words)</td>
<td>Monday 2 May</td>
<td>Monday 2 May</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout</td>
<td>Throughout</td>
<td>20%</td>
</tr>
</tbody>
</table>

There are no exams in this course.

4.3 **Assessment Format**

Full details of each Assessment item (description and rubric) can be found in the COMM5713 Assessment Details document on the relevant 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

A range of resources will be used in this course. 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
The prescribed textbook for this course is:

Recommended:

Specific readings are prescribed throughout the Units and are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

If you experience any problems in accessing the readings, please try the following:

- Search directly for the article on the UNSW Library home page (https://library.unsw.edu.au/) by placing the name of the article in the Search box.
- Search directly for the book excerpt on the UNSW Library home page (https://library.unsw.edu.au/) by placing your course code into the Search box. When you do this all the course readings that are excerpts from books will appear.

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

Face-to-face Class

<table>
<thead>
<tr>
<th>Week</th>
<th>Day date location</th>
<th>Units</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday 11th February (Classroom UNSW CBD)</td>
<td>1 and 2</td>
<td>Participation – throughout the semester</td>
</tr>
<tr>
<td>4</td>
<td>Friday 3 March (Worksite – Mt Druitt)</td>
<td>3 and 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saturday 4 March (Classroom UNSW CBD)</td>
<td>5 and 6</td>
<td>Assessment 1 due on Friday 11 March</td>
</tr>
<tr>
<td>6</td>
<td>Friday 18 March worksite visit (TBA)</td>
<td>7 and 8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Thursday 7 April (Classroom UNSW CBD)</td>
<td>9 and 10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Friday 29 April (Classroom UNSW CBD)</td>
<td>11 and 12</td>
<td>Assessment 2 Group report due 29 April Group presentation 29 April pm as arranged. Assessment 2 Individual Report due Monday 2 May</td>
</tr>
</tbody>
</table>

Online class

<table>
<thead>
<tr>
<th>Week no.</th>
<th>Week begins</th>
<th>Units</th>
<th>Assessment due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8 February</td>
<td>1</td>
<td>Participation – throughout the session</td>
</tr>
<tr>
<td>2</td>
<td>15 February</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>22 February</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>29 February</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>7 March</td>
<td>5</td>
<td>Assignment 1 Individual Report due Friday 11 March</td>
</tr>
<tr>
<td>6</td>
<td>14 March</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>21 March*</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>28 March**</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>4 April</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11 April</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>18 April</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>25 April***</td>
<td>12</td>
<td>Assignment 2 Group Report due Wednesday 27 April Group presentation via Discussion Forum Wednesday 27 April</td>
</tr>
<tr>
<td>13</td>
<td>2 May</td>
<td></td>
<td>Assignment 2 Individual Report due Monday 2 May</td>
</tr>
</tbody>
</table>

* 25 March is Good Friday  **28 March is Easter Monday  ***25 April is Anzac Day
Topics

Unit 1 – Introduction
In this unit we introduce the key concepts of collaboration, the phases of collective impact and the practice of adaptive leadership and explore what’s required to collaborate in complexity.

Unit 2 – Building the conditions
To effectively build the foundations and create conditions for change this unit addresses how to develop a holding environment to develop a shared purpose. This unit prepares the groundwork to convene the system with an understanding of the dynamics that usually occur in systemic collaborations. The Cynefin framework will be introduced as well as considering the distinction between technical and adaptive challenges.

Unit 3 – Diagnosing the system dynamics
This unit begins to explore diagnostic frameworks to enable identification of technical and adaptive challenges. We will explore tools to assess the readiness of systems for change and collaboration, whilst providing a range of frameworks to interpret progress in the system you are working. This unit will be taught as an interactive case-study based on the community of The Hive, Mount Druitt. You will have the opportunity to either, apply diagnostic frameworks in discussions with the stakeholders of a collective impact initiative and engage with key personnel to add to your learning, or do the same through online webinars. We will also draw on the adaptive leadership framework of building leadership at all levels of the system.

Unit 4 – Working with authority and power
In this unit we begin to explore building formal and informal authority to lead change; and we consider the role of teachers/backbone and the practice of neutrality. This unit will explore a case study on building a collaborative environment. You will have the opportunity to apply diagnostic frameworks with the stakeholders of a collective impact initiative and engage with speakers (either face-to-face or online) to add to your learning. Personal, social and positional power and authority are considered.

Unit 5 - Working politically
Collaboration for social impact exists within a political context. In this unit we consider the practice of engaging allies, doing business with authority, and working with difference/margins/minorities. This unit’s goal is to build a practice of learning from diversity by working strategically. You will learn how to make systemic interpretations based on power, loyalties, competing purposes and build skills on engaging diverse stakeholders in these complex settings.

Unit 6 – Building a learning culture
In this unit we explore how to build a learning culture. This will include strategic thinking on: community engagement approaches; learning from all parts of the system; collecting data and building a narrative of change. We will draw on current theories and frameworks work on community engagement and how we use data to support engagement.

Unit 7 – Convening the system
In this unit we continue our understanding of how to convene and mobilise diverse stakeholders across a system. We will explore a range of approaches to co-designing
and designing dialogue, discuss the building block of effective convening, facilitation principles, skills and processes.

Unit 8 – Skills to work with the whole system
Developing structures and processes are one part of developing collaboration. Core skills are required to build and sustain collaborations, which take us into the interpersonal territory. This unit will be highly experiential and focus on core collaborative practices of working with dissent and conflict. Building self and systemic awareness you will deepen your awareness of your personal collaborative leadership challenge and learn strategies and mind-sets to build strategic options. Theory U (Otto Sharmar) and Appreciative enquiry (Cooperrider et al.) form part of this conversation.

Unit 9 – Shared purpose
A shared purpose is needed in social collaborative contexts. This unit considers a range of approaches to developing shared purpose including Chrislip’s principles for working together. We will also consider the design process of interventions to help achieve the agreed outcomes and will engage in a number of scenario planning activities.

Unit 10 – Getting alignment
This unit brings together key aspects involved in collaborating across diverse interests in complexity, and considers the inter-personal skills required to broker difference and work with power. We consider role theory and practice, understand the dominant roles, levers and barriers of collaboration and learn skills to broker difference. These components of alignment lead to building a learning culture that enables innovation and experimentation.

Unit 11 – Measuring progress & impact
This unit explores approaches to measuring progress of collaborative efforts and their impact on the target population. We will look at frameworks for performance management, formative and summative evaluation as well as examples from collaborations around the globe.

Unit 12 – Synthesising learning
The final unit in the course provides a learning space to demonstrate your understanding of collaborative practices for social change and apply them to the final assignment. Each group will present their case study to the rest of the course followed by group discussion on the presentations and your learnings.
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.

Social Impact Stream Learning Goals

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 inter-disciplinary theory on social impact and professional practice to organisations operating within diverse situations

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 communicate 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 (only applicable at Masters level)
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
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 before 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 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 original 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 teacher-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by teachers-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 teachers-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 Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  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; 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