MGMT 5706
Design for Social Innovation
(For online class)

Course Outline
Semester 2, 2015

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Part B: Key Policies, Student Responsibilities and Support
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Lecturer-in-charge:

Dr Ingrid Burkett
Social Design Fellow
B.SocWk (first class Honours); Masters in Business; Community Economic Development (PhD)
Email: ingrid@knode.com.au

Dr Ingrid Burkett is the Social Design Fellow at CSI. She is a social designer, designing processes, products and knowledge that deepen social impact and facilitate social innovation. She has contributed to the design of policy and processes in a diversity of fields, including community development, social investment, social enterprise and social procurement.

Ingrid is immediate past President, and honorary ambassador of the International Association for Community Development and is committed to fostering an international dialogue about designing innovative methodologies for sustainable development. She is also the Managing Director of Knode, a social business that aims to build the knowledge base underpinning social innovation and to help community organisations, governments and businesses to foster and share innovative practice.

Ingrid has worked in the community sector, government and with the private sector and believes that each of these sectors has a valuable role to play in social innovation. Ingrid is also a practising artist and graphic designer. She weaves this passion into all her work and is well known for her use of visuals in publications, speeches and workshops.

Ingrid has qualifications in Social Work (B.SocWk, first class Honours); Business (Masters in Business); and Community Economic Development (PhD). She has particular expertise in the design of economic processes and products and is recognised internationally for her work in community economic development and finance. Though these are particular specialties, Ingrid has the skills to design processes, products and knowledge in a wide range of fields and disciplines and believes that the design of social innovation requires a capacity to think in creative cross-disciplinary and cross-sectoral ways.

Course author

The Design for Social Innovation course was developed by Dr Ingrid Burkett.
# Course schedule

## Semester 2, 2015

### Design for Social Innovation

<table>
<thead>
<tr>
<th>Week no</th>
<th>Week begins</th>
<th>Unit</th>
<th>Assessment due (% weighting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>27 July</td>
<td>1</td>
<td>Participation – throughout the semester (20%)</td>
</tr>
<tr>
<td>2</td>
<td>3 August</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10 August</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>17 August</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>24 August</td>
<td>5</td>
<td>Assignment 1 due on Monday 24 August by 9.30am Sydney time – 5 Method Cards (25%)</td>
</tr>
<tr>
<td>6</td>
<td>31 August</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>7 September</td>
<td>7</td>
<td></td>
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<td>8</td>
<td>14 September</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>21 September</td>
<td>9</td>
<td>Assignment 2 due on Friday 25 September by 9.30am Sydney time – Report (25%)</td>
</tr>
</tbody>
</table>

*Mid-term recess: Saturday 26 September – Monday 5 October*

| 10      | 5 October*  | 10   |                              |
| 11      | 12 October  | 11   | Assignment 3 Presentation due on Friday 16 October by 5pm Sydney time |
| 12      | 19 October  | 12   | Assignment 3 Report due on Friday 23 October by 9.30am Sydney time (30%) |

* *Monday 5 October is a public holiday in NSW*
Course information

Course-level aims and learning goals

*Design for Social Innovation* offers participants the opportunity to learn and apply design tools and methods to real projects with a focus on social outcomes. The course introduces participants to design principles, methods and approaches as they apply to creating, developing and sustaining social innovations. At the heart of good design is a search for ways to create a better, more sustainable world.

When it is applied to social innovation and generation of social impact, the focus of design can be on products (like designing effective and efficient post-disaster shelters); or services (like designing more inclusive financial services); or processes (like designing effective organisations or social enterprises); or communications (like designing complex information about changes to the law in ways that people can understand and act on).

This course is an elective in the MBAX program. It is also a prerequisite for the capstone course in the MBA (Social Impact). It provides an overview and introduction to the role and application of design concepts in social innovation and social enterprise. The course will provide the knowledge and tools necessary to understand and apply design principles at a project, organisational and systems level.

*Design for Social Innovation* offers participants the opportunity to learn and apply design thinking tools and methods to real projects. The course is suitable for those who are interested in social innovation and/or design, but does not require familiarity with either.

Participants may choose to work on their own project or select from a number of identified projects. This action learning approach highlights the complexity of many social issues and opportunities and the need for interconnected, systemic responses. Design for social innovation necessitates taking a “whole-systems approach”, rather than a silo approach, to offer different perspectives to the traditional social impact and business tools. Design methods are particularly suited to addressing complicated and complex issues. Students will learn how to engage in the whole cycle of design through practical exercises and projects – Defining, Researching, Ideating, Prototyping, Setting Objectives, Implementing and Learning.

This course aims to:
- develop students' understanding of design methods and approaches and their application in the context of social innovation
- enable students to identify applications for using design methods through case study and individual investigation of case studies, simulations and practical activities.
Course learning outcomes

After studying this course you should be able to:

1. identify the practical and theoretical intersections between design and social innovation
2. describe how a range of design disciplines (including service, communication, product, business model and interaction design) inform and support social innovation and social enterprise development
3. apply creative and critical thinking, problem identification and problem-solving tools and frameworks to understand and respond to social issues
4. identify and apply key methods for understanding, analysing and engaging with complex systems that underpin many challenging social issues
5. critically engage with and evaluate concepts of ‘design thinking’, ‘co-design’, ‘social design’ and ‘human-centred design’ as they apply to the context of social innovation
6. write, document and reflect on the application of design methods to understanding and framing social issues; and engaging users/stakeholders in the process
7. pitch/present an innovative, effective and viable design strategy to a social design challenge
8. demonstrate an ability to work as part of a team to develop an appropriate design strategy to a real world social challenge or opportunity
9. apply and critically reflect on ethical frameworks to applying design methods in the context of social issues/challenges;
10. analyse key local and international, historical and current participatory design traditions, and demonstrate how these can be applied to develop social innovation.

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 the course outline.
Structure

Unit 1 What is Design for Social Innovation?
- Introduction to Design for Social Innovation.
- What is ‘design’?
- What is ‘social innovation’?
- What is ‘design for social innovation’?
- What can ‘design’ offer social innovation?
- Engaging with the range of ways we can use design methods in social innovation: case studies and stories from the frontline

Unit 2 Structuring Design: Design Thinking, Design Cycle and Design Methods
- Framing Design for Social Innovation from thinking to practice.
- The structure of design in practice: cycles and methods.
- How have different people conceived of the practice of design?
- Introducing methods at different points in the design cycle.
- Practising methods: an introduction.

Unit 3 Creative Thinking in the Design Process
- Creative thinking: what is it and why is it important in design for social innovation?
- The difference between creativity and art.
- Methods and practices for developing creative thinking for social innovation.
- Applying creative thinking methods.

Unit 4 Thinking about Social Issues, Problems and Solutions in the Design Process
- Types of social problems: simple, complicated, complex.
- The relationship between problems and solutions in design thinking.
- Asking the right questions to understand social issues and design solutions.
- Mapping problems/mapping systems: systems thinking in designing social innovations.
- The relationship between creative thinking, analytical thinking, critical thinking and systems thinking.

Unit 5 Engaging Users in the Design Process: Participatory Design and Co-Design in Social Innovation
- Hero designers vs. collaborative design.
- A history of participatory design traditions from around the world.
- Designing BY, WITH, FOR and TO people – when is what appropriate?
- Co-design and participatory design: events, processes, mindsets and methods.
• Overcoming barriers to engaging people in design processes.

Unit 6 Generative and Ethnographic Research in the Design Process
• What’s research got to do with design?
• The landscape of design research: Design-Led vs. Research-Led; and Expert Mindset vs. Participatory Mindset.
• Generative research: the front-end of the design process.
• Ethnographic research: critical skills for understanding.
• Action research: making change in the process of understanding.
• Evaluating design and designing evaluation for social outcomes.

Unit 7 Design in Organisations and Businesses: From Embedding Design in Organisations to Designing Business Models
• Adopting and embedding design inside organisations – beyond the ‘design project’ and the ‘design team’.
• Design labs – social design labs around the world.
• Designing new business models for social innovation: combining commerce and impact in business model design (using the business model canvas).

Unit 8 Systems Redesign: From Co-Design, to Redesigning Complex Social Systems
• Understanding change in systems – the role that design can play.
• Systems thinking II – how we can use design to effect systemic change WITH people.
• The importance of visualising systemic change.

Unit 9 Visualising Change: How can Visual Process support Design for Social Innovation?
• Visual systems for organising and communicating social innovation and social change.
• Mapping, sketching, data visualisation, and graphic facilitation as mechanisms for visualising social change.
• Learning to communicate visually – why is it important in social innovation and how anyone can learn this?

Unit 10 Designing with Intent: Changing Behaviours by Design
• Behaviour change in social innovation – traditions and the role of design.
• Applying ‘designing with intent’ to social issues.
• Positioning the ‘user’ – behavioural change and structural change in designing for social innovation.
• Gamification and social innovation.
• Ethics in the design process.
Unit 11 Bringing it all together: Designing for Social Innovation in a Particular Context

- Using a particular topic and context, you will have the opportunity to review and test out many of the methods, frameworks and ideas that have been shared through the course. This will help us revise the material, and also discuss how it can be used with others in what are termed ‘design charettes’ or sometimes, design jams.

- Design charettes: as part of the participation process, your reflections will form part of a booklet (which your Class Facilitator will compile) about how people can work together to generate innovative ideas about addressing social issues.

Unit 12 Presentations and Design Pitches

- In this Unit, groups will present and reflect on their design strategy and pitch online, and others will have an opportunity to engage with it and respond.
Assignment

Assignment preparation and submission

NB: Assignments must be received by 9.30am Sydney time on the due date.

Assignment presentation

- use 1.5 or single spacing; use 11 or 12-point font
- number each page and use wide margins (2.5–3cm)
- include your name, class number, assignment number in the footer of every page and word count on the title page.
- please submit all assessment in PDF format.

Assignment file name

Please use the following file naming convention for each assignment.

z9999999_surname_[XXXX1111]_15s2_Ass1 where:
- z9999999 is your student ID – please insert your surname
- XXXX1111 is the course code
- 15s2 is the semester name (2015, Semester 2)
- Ass1 is the Assignment number (Ass2 for Assignment 2)

Assignment submission

1. You must submit your assignment through your online classroom.
2. Written assignment submission in Moodle is required via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere.
3. You are able to submit a draft version of your assignment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: www.lc.unsw.edu.au/onlib/plag.html.
4. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).
5. 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 Facilitator or AGSM Student Experience.
6. You will be advised of your mark by your Facilitator within 14 days of assignment submission date.
7. Please keep a copy of your assignment.
## Link between assessment and learning goals and outcomes

<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 postgraduate learning goals:</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>Knowledge</td>
<td>1, 2</td>
<td>Assignments 1, 2, 3 Online Participation</td>
</tr>
<tr>
<td>Critical thinking and problem solving</td>
<td>3, 4, 5</td>
<td>Assignments 1 and 2</td>
</tr>
<tr>
<td>Written communication</td>
<td>6</td>
<td>Assignments 1 and 2 Online Participation</td>
</tr>
<tr>
<td>Oral communication</td>
<td>7</td>
<td>Assignment 3</td>
</tr>
<tr>
<td>Teamwork</td>
<td>8</td>
<td>Assignment 3 Online Participation</td>
</tr>
<tr>
<td>Ethical, social and environmental responsibility</td>
<td>9</td>
<td>All assessments</td>
</tr>
<tr>
<td>Social and cultural awareness</td>
<td>10</td>
<td>All assessments</td>
</tr>
<tr>
<td>Leadership</td>
<td>Not assessed in this course.</td>
<td></td>
</tr>
</tbody>
</table>
**Assessment**

Student participation is a very important part of your degree program and is formally assessed across the duration of this course.

In addition, there are two major assignments to be completed for Design for Social Innovation:

Assignment 1 is an applied task where you will create a set of five (5) method cards for problem identification and analysis in designing for social innovation.

In Assignment 2 you will explore ways in which we can understand people’s experiences of services, and examine the potential for involving / engaging people in identifying potential points of change and innovation in the service delivery offerings.

Assignment 3 is a team project that asks you to present and report on a design strategy in response to a social issue of your choice.

Note that assignments must be received by 9.30am Sydney time on the due dates.

Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Your Class Facilitator may approve an extension of up to two days, after which requests must be made through the special consideration process. For details about this process, see: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

In the case of late lodgement without an approved extension, 10% of the assignment weighting will be deducted for each day late.

Please note the examination date and mark it in your diary. If you will not be available to sit the exam on the specified date then you must choose another course. Supplementary exams will only be permitted in exceptional and unforeseen circumstances, and after submission of the requisite documentation for special consideration, see: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

**Satisfactory performance**

To pass this course, you must:

- achieve a composite mark of at least 50; and
- achieve a satisfactory level of performance in all assessment tasks, including participation in weekly learning activities.
Participation

Weighting: 20%

Your contribution to class exercises, discussions, presentations and case analysis is an essential element of this course. *Design for Social Innovation* is an experiential subject, which will be enhanced by your willingness and ability to share your thoughts and experiences in the online forums. Many of the topics will involve some form of preparation, whether specific reading or research into a topic of interest.

Participation marks will be assessed according to contributions made in your online class. Active participation and interaction with peers is a vital ingredient in learning and is assessed on your contributions to discussion and other learning activities in the class. You need to incorporate the concepts and theories from the course when expressing your own ideas, experience and opinions, and when responding to comments and contributions from your fellow students. In this way we develop a learning environment that is supportive, dynamic and informative.

Note that your facilitator may set specific interactive tasks for you to complete as part of this assessment.

In keeping with the university’s 80% attendance guidelines, participation in at least 10 units of the course is expected. You will receive feedback on your participation at the end of Week 4 and a final mark at the end of the course.

Assessment criteria

A rubric detailing the range of levels of performance for each criterion is provided on the next page. You will be awarded an overall grade for this component of your assessment.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness &amp; initiative in participation</td>
<td>25%</td>
</tr>
<tr>
<td>Integration of course content in learning activities to create knowledge and understanding applicable to professional practice</td>
<td>25%</td>
</tr>
<tr>
<td>Contribution to the quality and development of the group as a learning community (regularity, building on ideas and eliciting ideas from others)</td>
<td>25%</td>
</tr>
<tr>
<td>Adherence to online protocols*: respect, integrity, relevance and appropriate delivery</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Online protocols

Participants should
- Communicate respectfully with others at all times
- Conduct themselves with integrity, especially with regard to academic honesty and confidentiality
- Ensure their contributions are relevant to the learning activity
- Deliver their contributions according to the requirements e.g. adhering to required word length and format
## Participation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Unsatisfactory (F)</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeliness &amp; initiative in participation  25%</td>
<td>Lack of response to most postings. Rarely participates freely or without prompting. Does not initiate discussions.</td>
<td>Responds to many postings in a timely manner though occasionally requires prompting to post. Some limited initiative demonstrated in discussions.</td>
<td>Regularly responds to postings in a timely manner. Requires no prompting to post. Sound initiative demonstrated in discussions.</td>
<td>Consistently responds in a timely manner. Regularly initiates discussions not just to prompt questions but also in response to other participants.</td>
<td>Consistently responds in a timely manner. Regularly models the initiation of high quality discussions in response to prompt questions and other postings.</td>
</tr>
<tr>
<td>Integration of course content in learning activities to create knowledge and understanding applicable to professional practice  25%</td>
<td>Readings / course materials are not incorporated into posts or discussions. Little evidence of understanding of content or applicability to professional practice.</td>
<td>Readings / course materials incorporated into some posts and discussions. Some level of understanding demonstrated. Some evidence of applicability to professional practice in posts / discussions, though this is not consistent.</td>
<td>Readings / course materials incorporated into many posts and discussions, with sound level of understanding demonstrated. Some evidence of applicability to professional practice in posts / discussions.</td>
<td>Readings / course materials incorporated consistently into posts and discussions, with demonstrated understanding and consistent evidence of applicability to professional practice.</td>
<td>High level of knowledge and understanding of both course materials and applicability to professional practice is demonstrated in posts and discussions. Posts also demonstrate a synthesis of knowledge across the program and beyond materials provided.</td>
</tr>
<tr>
<td>Contribution to the quality and development of the group as a learning community (regularity, building on ideas and eliciting ideas from others) 25%</td>
<td>Rarely engages other participants and only responds to questions posted by the facilitator. Does not actively contribute to building the learning community.</td>
<td>Inconsistency in contribution to the learning community, but at least some posts build on other participants’ ideas, and attempt to elicit responses and reflections from others.</td>
<td>Sound level of contribution to the learning community, with many posts building on other participants’ ideas, and attempting to elicit responses and reflections from others.</td>
<td>Consistently high level of contribution to the learning community, with most posts building on other participants’ ideas, and attempting to elicit responses and reflections from others.</td>
<td>Advances the learning community by actively posting and discussing ideas and engaging others to respond and reflect. Responses regularly and consistently build on and integrate multiple views from other participants to extend and take the discussion deeper.</td>
</tr>
<tr>
<td>Adherence to online Protocols*: respect, integrity, relevance and appropriate delivery, 25%</td>
<td>Poor adherence to online protocols.</td>
<td>Sound but inconsistent adherence to online protocols.</td>
<td>Sound and consistent adherence to online protocols.</td>
<td>High level of adherence to online protocols.</td>
<td>Models and supports all online protocols.</td>
</tr>
</tbody>
</table>
Assignment 1

Submission: Monday 24 August (Week 5) 9.30am
Weighting: 25%
Length: Maximum 2500 words Each card should contain no more than 500 words - so the total word limit is 2500 words. Each card should be equivalent to one A4 sheet (can be structured as 2 A5 sheets if you wish to present them as ‘double sided’). They should include text and images.
Format: Method Cards including pictures and text (the format is not formal as this is a test of how you apply and reflect on the usefulness of design methods). You should submit this assessment in PDF.

The task

The purpose of this assignment is to critically examine design methods focused on problem identification and analysis as they are applied to social issues.

You are to create a set of five (5) method cards for problem identification and analysis in designing for social innovation. You should use the same social issue for each method card.

You will test out and report on the five design methods in the form of ‘method cards’ - cards which highlight the usefulness, limitations, strengths and weaknesses of your chosen methods in framing and analysing social issues. Each card should include an image of how you have applied the method (photo, scan, computer image), and some text which not only gives a very short précis of the method, but MOST IMPORTANTLY, critically reflects on how helpful the method is in helping to identify, frame and analyse a social issue. Please be aware that most examples of method cards are very descriptive (ie. they focus on the WHAT and HOW of the method). This set, however, also asks you to go deeper into critically reflecting on what the strengths, limitations, challenges and possibilities of the method are in terms of social innovation. So, while there are a number of method cards out there (for a range of examples see: http://emergentbydesign.com/2012/10/25/21-card-decks-for-creative-problem-solving-effective-communication-strategic-foresight/), this set will be unique! We may even ask everyone if they could share their cards so that we all have a copy!

One of the key challenges of design for social innovation is that we assume that social issues for which we are designing innovations can be easily defined, framed and responded to. In reality this is rarely the case. Understanding the nature of the social issues we are responding to, their varying degrees of complexity, their contestability and their subjectivity is important for a designer charged with responding innovatively. Good design in relation to social issues builds on solid research, but the research does not mean that we can abdicate from processes that engage us in exploring and making sense of the issues we are designing in response to. Often in social design, a core part of the work is to build some kind of collective understanding of complex issues - and this requires more than reading a research report. This is where design methods can be helpful.

For this assignment you will testing and reflecting on five different design
methods in terms of their helpfulness and usefulness in assisting us to identify, explore and analyse social problems, challenges or opportunities. The purpose of the assignment is to apply a number of methods, and thereby to understand the importance of framing problems / challenges / opportunities in the design process. What this assignment is testing, therefore, is your ability to use and critically reflect on different design methods to understand and explore social issues.

There are two dimensions to this assignment:

1. **Demonstrating that you can use design methods for identifying and analysing social issues** (ie. understand them and apply them).
2. **Demonstrating that you can critically reflect on different methods for problem identification and analysis** (eg. you can evaluate their strengths / weaknesses; their contribution / insightfulness to help you understand an issue; it’s effectiveness as a design method for understanding social issues).

**Tips:**

- Don’t see this as a ‘desk research’ assignment - get out, explore the issue, talk with people, use your colleagues to test methods and explore the issues. Many of the design methods work best if you engage others in them, rather than sitting in a room on your own!
- Include your tests of different ways to explore and approach ‘the problem’ - photos of the methods you tested, diagrams, maps etc. - remember that art is not the focus of this assignment nor this subject, but that ways in which we represent ideas visually, orally etc can profoundly influence how problems and ideas are framed. Your capacity to create beautiful diagrams or computer images is not being tested here! Hand drawn and basic is ABSOLUTELY fine.
- Don’t use too many of your words to ‘describe’ the method - referring people to a resource or a site that can explain the details of how to apply the method is fine. The focus should be on recording and reflecting on your effort to apply the method in the context of social innovation.

Below are some of the different methods you may wish to explore (don’t be limited by this list - there are plenty of other methods out there!). Some of these may be familiar to you from other contexts (facilitation, management, learning etc) - they are not exclusively ‘design’ methods, though they are very often used in design processes as ways to build collective understanding of what the ‘problem’ or ‘opportunity’ is that stakeholders want to respond to, or as the basis for a design brief. Information about most of these methods is available on the internet. I have listed those credited with developing the methods for ease of reference, though the original references are not necessarily included on the reading list.

- Problem Definition (Kimbell and Julier)
- Stakeholder Mapping (Various)
- PEST Analysis (Aguilar)
- Problem Tree (Cambell et al, 2006)
- Fishbone Diagrams (Ishikawa, 1968)
- Context Mapping (Novak, 1970s)
- Five Whys (Stickdorn)
- Four Cs (Gray et al)
- Dialogue Mapping (Conklin) - this requires some deeper exploration - but it’s very interesting!
- Drivers of Change (Kimbell and Julier)
- Cause Diagram (Namahn and Enthoven Associates)
- Flip It (Gray et al)
- Heart, Hand, Mind (Gray et al)
- Assumption Surfacing (Mason and Mitroff, 1981)
- Boundary Examination (De Bono, 1982)
- Reframing the problem (Rickards, 1974)
- Atomise (Macanufo)
- Johari Window / Blind Side (Gray et al)

**References**


Stickdorn, M. and Schneider, J. (2011) This is Service Design Thinking, Wiley, New Jersey

**Assessment criteria**

A rubric detailing the range of levels of performance for each criterion is provided on the next page. You will be awarded an overall grade for this component of your assessment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to understand and apply a range of design methods to identify, frame and / or analyse social issues</td>
<td>30%</td>
</tr>
<tr>
<td>Capacity to critically reflect on the application of the chosen methods, including how and why and the conditions under which the chosen design methods could assist in problem identification and analysis of a social issue</td>
<td>30%</td>
</tr>
<tr>
<td>Capacity to present a clear and concise summary of the usefulness of the methods</td>
<td>30%</td>
</tr>
<tr>
<td>Professional presentation and accurate referencing of sources</td>
<td>10%</td>
</tr>
</tbody>
</table>
# Assignment 1 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory (F)</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to understand and apply a range of design methods to identify, frame and/or analyse social issues 30%</td>
<td>Demonstrates little or no understanding, and poor application of the design methods to analyse a social issue.</td>
<td>Demonstrates a basic understanding and application of a range of design methods. Content shows awareness of some of the ways the methods can assist in identifying, framing and analysing social issues.</td>
<td>Demonstrates a solid understanding and application of a range of design methods. Evidence of independent investigation of the methods and how they assist in identification, framing and analysis of social issues.</td>
<td>Demonstrates a sophisticated understanding and application of a range of design methods. Strong evidence of independent investigation and original questioning as to how the methods assist in the identification, framing and analysis of social issues.</td>
<td></td>
</tr>
<tr>
<td>Capacity to critically reflect on the application of the chosen methods, including how and why the conditions under which the chosen methods could assist in problem identification and analysis of a social issue 30%</td>
<td>No critical reflection - content is limited to a description of the method used.</td>
<td>Predominantly focussed on description of the methods, with some rudimentary critical reflection skills in evidence on occasion. Limited reflections that offer insights into the conditions under which the methods could be best applied.</td>
<td>Evidence of a developing capacity to critically reflect on the application of design methods for identifying, framing and analysing social issues. Some good reflections that offer insights into the conditions under which the methods could be best applied.</td>
<td>Demonstrates high level capacity to critically reflect on the application of design methods identifying, framing and analysing social issues. Consistently good and insightful reflections about the conditions under which the methods could be best applied.</td>
<td>Demonstrates sophisticated critical reflection skills about how and why the methods assist in problem identification/framing. Reflections are supported with evidence from application and/or literature. Offers insightful and/or exhaustive critical reflections about the conditions under which the methods could be best applied.</td>
</tr>
<tr>
<td>Capacity to present a clear and concise summary of the usefulness of the methods 30%</td>
<td>The content is poorly written and structured, and represents a limited summary of the usefulness of the methods.</td>
<td>The content is adequately written and structured, though the quality of written material could be improved.</td>
<td>The content is well written and structured and the quality of written material is of a consistently sound quality.</td>
<td>Demonstrates highly competent standard in regards to writing, structuring of arguments and referencing. High quality research skills, and a demonstrated ability to synthesise ideas in a clear and concise manner.</td>
<td>Demonstrates an exceptional standard in regards to writing, structuring of arguments and referencing. Demonstrates sophisticated research skills, and an ability to synthesise complex ideas in a clear and concise manner.</td>
</tr>
<tr>
<td>Professional presentation and accurate referencing of sources 10%</td>
<td>Poor presentation. Poor, limited or inaccurate referencing of sources.</td>
<td>Presentation is sound. Referencing is adequate, though the range and accuracy of references used could be improved.</td>
<td>Presentation is of a professional standard, and the referencing of sources is consistently sound.</td>
<td>Presentation is of a very high standard. Excellent referencing of sources.</td>
<td>Outstanding presentation which is of a publishable quality. Excellent referencing of sources.</td>
</tr>
</tbody>
</table>
Assignment 2

Submission: Friday, 25th September 2015 (Week 9) 9.30am
Weighting: 25%
Length: 2000 words
Format: Report

The task

The task for Assignment 2 is to explore methods for engaging, understanding and/or gaining empathy for people at the heart of the design process. For this assessment piece you will need access to:

- a ‘service’ or organisation or context in which to explore people’s experience, and in which you can situate the exploration of social innovation;
- one or more ‘real’ people whose experience you can engage with.

The assessment is focused on exploring ways in which we can understand people’s experiences of services, and examine the potential for involving / engaging people in identifying potential points of change and innovation in the service delivery offerings.

You will need to consider how easy or difficult it will be to reach out and engage people directly affected by or engaged in your chosen issue. In some situations it may not be easy due to privacy and ethical issues to directly engage with ‘clients’ or consumers of services focused on these issues. You will need to carefully consider and report on the ethical issues involved in engaging people in understanding or exploring your issues. You DO NOT have to engage the most vulnerable people involved in your chosen issue / service for the purposes of this assessment piece.

You will need to:

1. Develop an appropriate strategy / methodology for gaining empathy, understanding the experience of and engaging people in a process of design for social innovation.

Who are the people you are wanting to engage? How are they connected to the service? Are they service users/clients, front-line staff, behind the scenes staff? Think about what part of the design cycle you are wanting to engage people in - are you exploring and making sense of the issues? or are you proposing and ideating about potential innovative responses? or are you iterating and prototyping these responses, so that people are working with you to test out the workability of ideas? Is the design process focused on designs ‘by’, ‘with’, ‘for’ or ‘to’ people you are engaging with? Is engaging people actually going to contribute to innovation and impact in the process (ensuring that it’s not just tokenistic or voyeuristic). You will need to explore the ethical issues involved in understanding, empathising and engaging people, and what actions you have undertaken to ensure that engagement upholds ethical standards;
2. **Choose 2-3 design methods from your strategy that you are able to apply in a real life situation.** You should include photos of any artifacts that are produced in the process.

3. **Critically reflect on your application of these methods** - what did you do well, what would you have changed, what did you learn about empathising with, understanding and/or engaging people in the design process, what did you learn about the service you were exploring?

4. **Identify and reflect on any potential service innovations that could be developed** that could improve the service based on your learnings from applying the design methods.

**References**

There are literally hundreds of books, articles, videos about ethnography, understanding ‘users’, co-design and participatory design available. Start with the following, but then explore for yourself!


Stickdorn, M. and Schneider, J. (2011) *This is Service Design Thinking*, Wiley, New Jersey

You may also want to explore of the resources on the following page: [http://www.kingsfund.org.uk/sites/files/kf/field/field_document/EBCD-further-resources.pdf](http://www.kingsfund.org.uk/sites/files/kf/field/field_document/EBCD-further-resources.pdf)

**Assessment criteria**

A rubric detailing the range of levels of performance for each criterion is provided on the next page. You will be awarded an overall grade for this component of your assessment.

| Development of an appropriate strategy for understanding / empathising with / engaging people in a process of design for social innovation. | 20% |
| Justification of the proposed strategy with reference to context, research and proposed outcomes. | 20% |
| Application of 2-3 design methods focussed on understanding / empathising with / engaging people in a design process focussed on social innovation. | 20% |
| Critical reflection on your application of these methods. | 20% |
| Identification of potential service innovations either as part of the above process, or subsequent to this. | 20% |
# Assignment 2 Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory (F)</th>
<th>Pass</th>
<th>Credit</th>
<th>Distinction</th>
<th>High Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of an appropriate strategy for understanding / empathising with / engaging people in a process of design for social innovation. 20%</td>
<td>Strategy is vague and the link between the strategy and how it will assist in understanding, developing empathy or engaging people in the design process is unclear.</td>
<td>A basic strategy for understanding, empathising with and/or engaging people is outlined.</td>
<td>A sound strategy for understanding, empathising with and/or engaging people is outlined.</td>
<td>A clear and well developed strategy understanding / empathising with / engaging people is outlined, and indicates a solid understanding of the context.</td>
<td>Sophisticated strategy for understanding / empathising with / engaging people is outlined, which is clearly both practical and explicitly shaped by a strong understanding of both the context and the intention of a design strategy.</td>
</tr>
<tr>
<td>Justification of the proposed strategy with reference to context, research and proposed outcomes. 20%</td>
<td>Little or no justification of proposed strategy. Inadequate justification based on unsupported facts and personal opinions.</td>
<td>Basic justification of the proposed strategy is offered. There is some reference to the context, research and outcomes, though the connection to the strategy could be improved.</td>
<td>Sound justification of the proposed strategy with some clear links to the context, research and analysis of proposed outcomes.</td>
<td>Well-developed justification of the proposed strategy which is clearly supported with reference to the context, research and an analysis of proposed outcomes.</td>
<td>Comprehensive and insightful justification of the proposed strategy which is supported by a sophisticated understanding of the context, thorough research and an analysis of proposed outcomes.</td>
</tr>
<tr>
<td>Application of 2-3 design methods focussed on understanding / empathising with / engaging people in a design process focussed on social innovation. 20%</td>
<td>Limited demonstration of the application of 2-3 design methods - no evidence of the application is provided.</td>
<td>Some evidence is presented that indicates a sound application of methods. Some improvement in either the application or the presentation of evidence is indicated.</td>
<td>Evidence is presented of the sound application of 2-3 design methods.</td>
<td>Clear evidence is presented of the successful application of 2-3 design methods.</td>
<td>Clear and strong evidence is presented of the application of 2-3 design methods. Evidence demonstrates that the methods were applied with high levels of skill.</td>
</tr>
<tr>
<td>Critical reflection on your application of these methods. 20%</td>
<td>Little or no critical reflection on your application of methods.</td>
<td>Reflection on the application of methods is predominantly descriptive, with only some critical reflection evident.</td>
<td>Some solid and developing critical reflections on your application of the methods.</td>
<td>In-depth critical reflections on your application of methods, with evidence of strong questioning and investigation.</td>
<td>Strong evidence of independent investigation and original questioning resulting in insightful and thought-provoking critical reflections.</td>
</tr>
<tr>
<td>Identification of potential service innovations either as part of the above process, or subsequent to this. 20%</td>
<td>Vague or limited identification of potential service innovations. Lack of connection between methods and proposed service innovation.</td>
<td>At least one service innovation is identified. Some basic connection is made between the methods and the proposed service innovation.</td>
<td>One or two service innovations are identified and a sound connection is made between these and how they were generated via the methods used.</td>
<td>Two or more service innovations are identified with strong and insightful connections made to how these were generated through the methods used.</td>
<td>A number of sophisticated and well thought-out service innovations are identified and clear links are made between these and how they were generated via the methods used.</td>
</tr>
</tbody>
</table>
Assignment 3

Team Project

Submission: Presentation: Friday 16th October 2015 (Week 11)
Report: Friday 23rd October (Week 12)

Weighting 30% GROUP MARK

Format: Online presentation of 30 minutes
Group report including any artifacts that were developed and a 1,500 word summary of your presentation.

The task

In teams of 3-4 you are to design a social innovation strategy.

The purpose of this assignment is for you to present a design strategy to the class that outlines an innovative approach to a particular community or social issue of your choosing. This is a team assignment, and the team will be marked as a whole.

You will present the results of your exploration, research, ideation and prototyping to the class in a half-hour presentation, and then submit a short report summarising the process you undertook and the design strategy that you are proposing. The design strategy may involve a process, service, enterprise, product or communication. You must provide an overview of:

- the nature of problem / issue / challenge / opportunity you are seeking to address, and your framing of this;
- an overview of the exploration and research you undertook to understand and explore the issue;
- an indication of the ideation methods and prototyping you undertook to explore what strategies could work in response to the issue;
- an overview of the design strategy you have decided represents an innovative approach and impact you expect this strategy to deliver in response to the issue.

The presentation and short report will be graded according the criteria on the following page. The second of these criteria will incorporate feedback from the audience. The audience will not be asked to directly decide on a mark, but will be surveyed to elicit their feedback about how engaged / convinced they were with the design strategy, and this will play a part in the decision of the facilitator in awarding a mark for this criterion.

Assessment criteria

A rubric detailing the range of levels of performance for each criterion is provided on the next page. You will be awarded an overall grade for this component of your assessment.

<p>| Engagement with a design cycle and application of methods to frame and explore the design challenge. | 30% |
| Capacity to present / pitch an engaging and convincing design strategy in a way that demonstrates the teamwork that has gone into researching and developing the strategy. | 30% |
| Capacity to develop and test an innovative, viable and effective design strategy in relation to a particular social / community issue. | 30% |
| Report clearly describes the process you undertook and the design strategy that you are proposing. | 10% |</p>
<table>
<thead>
<tr>
<th>Criteria</th>
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<th>Pass</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Engagement with a design cycle and application of methods to frame and explore the design challenge. 30%</td>
<td>The chosen design challenge is vague. No evidence of engagement with a design cycle. Poor application of methods to frame and explore the design challenge.</td>
<td>Design challenge lacks depth or clarity. Some capacity to apply a design cycle and methods to frame and explore the design challenge.</td>
<td>A sound design challenge is outlined. Solid capacity to apply a design cycle and methods to frame and explore this challenge.</td>
<td>A clear design challenge was presented. A well-developed capacity to apply a design cycle and methods to frame and explore this challenge.</td>
<td>Clear, achievable and measurable design challenge presented. Professional and creative presentation demonstrating a high degree of engagement from all team members, and effective coordination of the team effort. The presentation clearly engaged, provoked and convinced the audience.</td>
</tr>
<tr>
<td>Capacity to present / pitch an engaging and convincing design strategy in a way that demonstrates the teamwork that has gone into researching and developing the strategy. 30%</td>
<td>Pitch / presentation is poorly prepared and executed, and indicates that the team has not effectively collaborated in the process. Audience were not convinced by the proposed strategy.</td>
<td>A sound presentation / pitch which demonstrated that the team worked together most of the time. Generally engaging presentation; audience were at least partially convinced that the by the proposed strategy</td>
<td>A sound presentation / pitch which demonstrated solid teamwork. Engaging presentation; audience were generally convinced by the proposed strategy.</td>
<td>An effective and creative presentation which demonstrated effective teamwork. The presentation clearly engaged and convinced the audience that this strategy could effectively address the design challenge.</td>
<td>Professional and creative presentation demonstrating a high degree of engagement from all team members, and effective coordination of the team effort. The presentation clearly engaged, provoked and convinced the audience.</td>
</tr>
<tr>
<td>Capacity to develop and test an innovative, viable and effective design strategy in relation to a particular social / community issue. 30%</td>
<td>Development and testing of the design strategy was limited. The group failed to demonstrate how the strategy represented an innovative, viable and effective response to the design challenge.</td>
<td>Thoroughness of the process could have been improved. The proposed strategy represented at least one of the following as a response to the design challenge: it was innovative / it was viable / it was potentially effective.</td>
<td>Evidence of a solid proposal. The proposed strategy represented at least two of the following in response to the design challenge: it was innovative / it was viable / it was potentially effective.</td>
<td>Clear capacity demonstrated by the group to develop and test a design strategy in response to a particular social / community issue. The proposed strategy is innovative, viable and an effective response to the design challenge.</td>
<td>A sophisticated, creative design strategy which was developed and tested comprehensively. The strategy demonstrated a capacity to develop and test a design strategy that is innovative, viable and effective, and could effectively resolve a design challenge.</td>
</tr>
<tr>
<td>Report clearly describes the process you undertook and the design strategy that you are proposing. 10%</td>
<td>Report is not clear and does not meet all requirements</td>
<td>Clarity of report is adequate. The process and design strategy are minimally summarised.</td>
<td>Report is clear. Detailed summary of both process and design strategy.</td>
<td>Above average presentation of report. Thorough analysis of process. Comprehensive description of design strategy.</td>
<td>Professional presentation of report. Sophisticated analysis of process. Professional description of design strategy.</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 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 Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplin ary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to: a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to: a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-</td>
</tr>
</tbody>
</table>
2 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).

3 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.

3.1 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

3.2 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
3.3 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

3.4 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/.

3.5 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.

4 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 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.
5 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
  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