

# **COMM1000**

## **CREATING SOCIAL CHANGE: FROM INNOVATION TO IMPACT**

### **Course Outline Semester 1, 2017**

**Part A: Course-Specific Information**  
**Part B: Key Policies, Student  
Responsibilities and Support**

# Table of Contents

<b>PART A: COURSE-SPECIFIC INFORMATION</b>	<b>2</b>
<b>1 STAFF CONTACT DETAILS</b>	<b>2</b>
<b>2 COURSE DETAILS</b>	<b>3</b>
2.1 Teaching Times and Locations	3
2.2 Units of Credit	4
2.3 Summary of Course	4
2.4 Course Aims and Relationship to Other Courses	4
2.5 Student Learning Outcomes	4
<b>3 LEARNING AND TEACHING ACTIVITIES</b>	<b>7</b>
3.1 Approach to Learning and Teaching in the Course	7
3.2 Learning Activities and Teaching Strategies	7
<b>4 ASSESSMENT</b>	<b>7</b>
4.1 Formal Requirements	7
4.2 Assessment Details	7
4.3 Assignment Format	8
4.4 Assignment Submission Procedure	14
4.5 Assignment Late Submission	15
4.6 Is English not your first language?	15
<b>5 TEAM WORK</b>	<b>15</b>
<b>6 COURSE RESOURCES</b>	<b>16</b>
<b>7 COURSE EVALUATION AND DEVELOPMENT</b>	<b>17</b>
<b>8 COURSE SCHEDULE</b>	<b>17</b>
<b>PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT</b>	<b>20</b>
<b>9 PROGRAM LEARNING GOALS AND OUTCOMES</b>	<b>20</b>
<b>10 ACADEMIC HONESTY AND PLAGIARISM</b>	<b>21</b>
<b>11 STUDENT RESPONSIBILITIES AND CONDUCT</b>	<b>21</b>
11.1 Workload	21
11.2 Attendance	21
11.3 General Conduct and Behaviour	21
11.4 Occupational Health and Safety	21
11.5 Keeping Informed	21
<b>12 SPECIAL CONSIDERATION</b>	<b>22</b>
<b>13 STUDENT RESOURCES AND SUPPORT</b>	<b>22</b>

## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

#### 1.1. Lecturer in Charge

Lecturer: Dr Fanny Salignac

Email: [f.salignac@unsw.edu.au](mailto:f.salignac@unsw.edu.au)

**City office:**

Location: Centre for Social Impact, Suite 16.01, Level 16, 6 O'Connell Street

Phone No: 02 8936 0919

**Campus office:**

Location: Quadrangle building, Centre for Social Impact, room 2044

Phone No: 02 9385 0784

#### 1.2. Lecturer

Lecturer: Dr Rose Butler

Email: [r.butler@unsw.edu.au](mailto:r.butler@unsw.edu.au)

**City office:**

Location: Centre for Social Impact, Suite 16.01, Level 16, 6 O'Connell Street

Phone No: 02 8936 0911

**Campus office:**

Location: Quadrangle building, Centre for Social Impact, room 2044

Phone No: 02 9385 0784

#### 1.3. Lecturer

Lecturer: Dr Alexandra Walker

Email: [a.walker@unsw.edu.au](mailto:a.walker@unsw.edu.au)

**City office:**

Location: Centre for Social Impact, Suite 16.01, Level 16, 6 O'Connell Street

Phone No: 02 8936 0903

**Campus office:**

Location: Quadrangle building, Centre for Social Impact, room 2044

Phone No: 02 9385 0784

#### 1.4. Centre for Social Impact Student Administration

Centre for Social Impact Student Team

Phone No: 02 8936 0990

Email: [csistudents@unsw.edu.au](mailto:csistudents@unsw.edu.au)

## 2 COURSE DETAILS

### 2.1 Teaching Times and Locations

**Lectures:** Start in Week 1, end in Week 12

**Workshops:** Start in Week 1, end in Week 12

**All students must be enrolled in one lecture and one workshop.**

#### LECTURES

##### Stream 1

**Time:** Tuesdays, from 4.30pm to 6pm

**Location:** Colombo Theatre B

##### Stream 2

**Time:** Wednesdays, from 1pm to 2.30pm

**Location:** Colombo Theatre C

#### WORKSHOPS

##### Stream 1

**Time:** Wednesdays, from 3pm to 4.30pm

**Location:** Webster 250

**Teacher:** Dr Alexandra Walker

##### Stream 3

**Time:** Wednesdays, from 4.30pm to 6pm

**Location:** Webster 250

**Teacher:** Dr Alexandra Walker

##### Stream 5

**Time:** Thursdays, from 12pm to 1.30pm

**Location:** Webster 250

**Teacher:** Dr Alexandra Walker

##### Stream 7

**Time:** Thursdays, from 1.30pm to 3pm

**Location:** Webster 251

**Teacher:** Dr Rose Butler

##### Stream 2

Wednesdays, from 3pm to 4.30pm

Webster 251

Dr Fanny Salignac

##### Stream 4

Wednesdays, from 4.30pm to 6pm

Webster 251

Dr Fanny Salignac

##### Stream 6

Thursdays, from 12pm to 1.30pm

Webster 251

Dr Rose Butler

#### CONSULTATION TIMES (Quadrangle building, room 2044):

- Wednesdays, 10.30am to 11.30am, Dr Fanny Salignac
- Thursdays, 10.30pm to 11.30pm, Dr Alexandra Walker
- Thursdays, 3.30pm to 4.30pm, Dr Rose Butler

## 2.2 Units of Credit

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

## 2.3 Summary of Course

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

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

Using in-depth case studies, and examining complex social issues from real life that leaders from business, government and civil society grapple with on an everyday basis, we will explore models for social change using tools such as cross-sectoral collaboration, social entrepreneurship, social innovation, and much more. As a result of the learning strategies drawn upon throughout the course, you will complete the course with a broad understanding of the social purpose system and be able to strategically identify the keys to initiating and sustaining positive social change.

## 2.4 Course Aims and Relationship to Other Courses

This course aims to introduce students to systems thinking and societal change scenarios. It provides an overview of how sectors create social impact in Australia and how they can work together more effectively to achieve positive social change. Students will examine these change processes within specific sectors as well as how these sectors interact to generate change. Catalysts and barriers to change will also be highlighted and backed up by the real life experiences of high calibre guest speakers. Students will be given the opportunity to put this learning into practice by planning their own change process to solve a social problem.

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

## 2.5 Student Learning Outcomes

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

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the 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 Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

### **Business Undergraduate Program Learning Goals and Outcomes**

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed:

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you achieve the following learning goals:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<ul style="list-style-type: none"> <li>Explain how the different sectors within Australian society create or contribute to social change</li> <li>Evaluate key local social issues</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>
2	Critical thinking and problem solving	<ul style="list-style-type: none"> <li>Apply a systems thinking approach to the creation of positive social impact</li> <li>Critically evaluate the drivers of and barriers to social change</li> <li>Understand and apply tools to create and measure social change</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> <li>Reflective Journal</li> </ul>
3a	Written communication	<ul style="list-style-type: none"> <li>Construct written work which is logically and professionally presented</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>
3b	Oral communication	<ul style="list-style-type: none"> <li>Communicate ideas in a succinct, clear and persuasive manner</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>
4	Teamwork	<ul style="list-style-type: none"> <li>Work collaboratively in small groups to complete a change project</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> <li>Peer evaluations</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	<ul style="list-style-type: none"> <li>Implement ethical, environmental and sustainability concepts and practices in the social change process</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> </ul>
5b.	Social and cultural awareness	<ul style="list-style-type: none"> <li>Understand the cultural context of social change systems</li> <li>Apply this learning to working in multi-cultural teams</li> </ul>	<ul style="list-style-type: none"> <li>Reflective journal</li> <li>Report</li> </ul>

## 3 LEARNING AND TEACHING ACTIVITIES

### 3.1 Approach to Learning and Teaching in the Course

The overall pedagogical philosophy of this course is based on the belief that learning is an active process requiring engagement and immersion.

Due to the dynamic nature of social change this course will be highly interactive and discussion-oriented. It will utilise innovative and varied learning, teaching and assessment strategies designed to apply content to practical examples and case studies.

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

### 3.2 Learning Activities and Teaching Strategies

This course is intended as a 1.5hr lecture and a 1.5hr workshop allowing for blended learning and teaching strategies. Typically, the course will be a mixture of short lectures, guest speakers, case studies, discussions and debates.

## 4 ASSESSMENT

### 4.1 Formal Requirements

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

### 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
<b>Reflective Journal</b>			
<b>Consolidated journal</b>	30%	1,500 words	Week 10
<b>Report</b>			
<b>Individual component</b>			
• Literature review	20%	1,000 words	Week 5
• Sector analysis	20%	1,000 words	Week 8
<b>Team component</b>			
• Consolidated report	30%	3,000 words	Week 12
<b>Total</b>	<b>100%</b>		



## 4.3 Assignment Format

### Assessment task 1 – REFLECTIVE JOURNAL (30%)

---

#### a) Task description

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

#### b) Requirements

There are two components to your Reflective Journal.

#### In-class component (not marked)

A reflective journal is not an essay but a reflection piece with regards to your learning journey throughout the semester and the impact this has had on your life and (future) career.

To ensure you receive the necessary guidance with how to go about writing your reflective journal two of your workshops have been dedicated to this – that's week 5 and week 9.

In these workshops, you will be given a series of questions to answer. These questions will form the basis of your reflection with which to write your reflective journal. You will be given time to answer these in class. You will also be provided with examples so that you can better understand how to construct your answers according to the marking criteria, as well as the opportunity to ask questions to your lecturers as you do your work.

This in-class component can be completed on your computers or handwritten.

#### Consolidated journal (30%)

In week 10, you are required to submit a 'Consolidated Journal'. You will need to submit your answers to the questions provided in class in week 5 and 9 into a single coherent piece of reflection. While this will give you the opportunity to polish the work you have done in class, it will also allow you to look at those two reflection pieces together and conclude on your overall learning journey in the course.

Your consolidated journal will need to comprise 3 sections:

1. Your reflections/answers as per the questions given in class in week 5
2. Your reflections/answers as per the questions given in class in week 9
3. Your reflections on your overall learning journey in the course looking back at your work in week 5 and week 9.

Your consolidated journal is due in **week 10 (Friday, by 11.59pm)**, using the Turnitin link provided for that week and needs to be computer typed. The word limit is 1,500 (with a leniency of, plus or minus, 10%).

### **What if I'm absent in week 5 and/or 9?**

Questions given in class in week 5 and 9, which will serve as the basis of your reflection for your journals, will be posted on Moodle after your workshops on those weeks.

This means that while you may be at a disadvantage with regards to the guidance provided in class and the opportunity to ask questions, you will still be able to submit your consolidated journal.

**It is highly recommended that you answer those questions as soon as possible when they are released in week 5 and week 9 respectively so that you can reflect on the appropriate time period of the course and how you are travelling in your learning journey at that stage.**

### **c) Assessment Criteria**

- A rubric for your reflective journals is available on Moodle under 'Assessment resources'.
- **Remember that it is not an essay but a reflection piece.** There is no need for a formal essay structure (e.g. introduction and conclusion). You should aim at answering the questions given in class. There is also no need for external research, however, you are required to integrate your course readings, content and theories to support your reflection. Your reflective journal should not be a summary of what you have learnt in class but a reflection piece of the impact of your learning on your life and (future) career.
- Support is available for students who are not familiar with reflective journals and who may need further guidance through the Education Development Unit:  
<http://www.asb.unsw.edu.au/learningandteaching/studentsservices/Pages/default.aspx>

### **d) Feedback**

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

**Do you have more questions about what is required?**

Make sure to have a look at your **Reflective Journal FAQ** on Moodle available under 'FAQs, rubrics and other assessment resources'

## Assessment task 2 – TEAM REPORT

### Social Change in Australia

Individual component (40%)

Team component (30%)

---

#### a) Task description

Your team has been asked to put forward a plan to address a social issue. You are required to put together a report addressing the requirements below.

You will be working on your team report with your permanent team. Three workshops have been dedicated to in-class team report work throughout the semester – **these are week 3, 4, 6 and 7**. All team members are required to attend these workshops. Absent team members will lose 1 mark for each week missed deducted from the team report mark on an individual basis.

Additional time has been allocated during your workshops throughout the semester for team report support and can be used as teams see fit.

#### b) Report requirements

As a team, you will be asked to choose a social issue that you are interested in and that is relevant to Australia.

Your report is divided in 3 sections:

**Part one of your report:** Conduct a literature review of your selected social issue and provide an overview of the main research themes in the field.

Here, your research should focus on academic literature (i.e. UNSW library website).

If you are not sure what a literature review is, it is recommended that you do some research as to what a typical literature review looks like.

Your literature review should allow you to better understand your social issue and find its most prominent root causes so as to guide your change process.

**Part two of your report:** Provide a sector analysis of what is currently being done to address the social issue you have selected. As part of your analysis, you will need to present the current situation in Australia with regards to your social issue and identify the major initiatives/programs put in place to address it across the three sectors (Public, Private, Nor-for-Profit).

Here, your research will draw on media, websites from the different sectors of the system and other current sources (i.e. here you can use google).

This section is not about commenting on whether these programs are successful or not but providing an overview of what is being done so that you can situate your own change process within the current environment and differentiate what you are proposing to do to what's been done. Remember, however, to use your course material to draw conclusions from your analysis (e.g. what type of change are they using?)

**Part three of your report:** Design a change process to address your selected social issue – you will need to narrow down what you are aiming to achieve as much as possible so that it is doable.

Here, you are asked to focus on designing a **process** rather than a **solution**. To design your change process you will need to use the tools discussed in class – specifically in week 2, 6 and 7. This part is where you get to apply what you have learned. Be careful not to get caught up in the details of finding a solution. Remember that you need to design your overall change process justifying your approach to change as well as your choice of specific tools to go about this change drawing on the material covered during the semester. This section should be very practical rather than written in an essay style.

### **c) Individual component (week 5 & 8)**

Two sections of your team report are due as individual submissions before being consolidated as a team into a single team report.

As an individual, you will need to submit:

#### **1. Part one: Literature review**

- Each individual will need to conduct a literature review on the social issue your team has picked for the report.
- Individual literature reviews are due on **Friday, by 11.59pm, of week 5** using the Turnitin link provided for that week. It should address all the requirements stipulated in the 'report requirements section' above.
- Word limit 1,000 (with a leniency of, plus or minus, 10%).

#### **2. Part two: Sector analysis**

- Each individual will need to conduct a sector analysis based on the social issue your team has picked for the report.
- Individual sector analysis are due on **Friday, by 11.59pm, of week 8** using the Turnitin link provided for that week. It should address all the requirements stipulated in the 'report requirements section' above.
- Word limit 1,000 (with a leniency of, plus or minus, 10%).

### **d) Team component (week 12)**

As a team, you will then need to work together to submit Part three: Change process, as well as a consolidated version of your report.

**Your change process** will need to be informed by the research you have conducted as individuals (i.e. literature review and sector analysis).

**Your consolidated report** should include Part one, two and three together.

For example, for part one, this means that, you will need to integrate all individual literature reviews into one, taking into account individual feedback and producing one single coherent literature review. The same is required with part two. And part three will require you to work as a team to design your change process.

- Your consolidated report should be structured as a report and in a professional manner. It is recommended that you do some research as to what a professional consultant report structure looks like if you are unsure.
- Your consolidated report is due on **Friday, by 11.59pm, of week 12** using the Turnitin link provided for that week. It should address all the requirements stipulated above.
- Your consolidated report is limited to 3,000 words (with a leniency of, plus or minus, 10%), excluding appendices and reference list.

#### e) **Assessment Criteria**

A rubric and marking criteria for your report is available on Moodle under 'FAQs, rubrics and other assessment resources'.

#### f) **Submitting your consolidated report & individual team members' responsibility**

Your consolidated report will need to be submitted online by one team member only.

**You team reports MUST have an Assignment Cover Sheet, signed by each member of the team.** You can find your cover sheet in the 'FAQs, rubrics and other assessment resources' section on Moodle.

All team members are responsible for the entirety of the report, regardless of how you have chosen to organise yourselves and whether individuals were allocated specific sections. This means that, before submitting, you need to make sure that you are happy with the report as a whole and everyone's contributions. In case of inappropriate referencing, the overall team will be held accountable.

#### g) **Peer Assessment**

Each individual team member will need to submit a peer evaluation in week 12 – **the due date is the one of your consolidated report: Friday of week 12, by 11.59pm.** **Peer evaluations submitted after the due date will not be taken into account.**

Your peer evaluation is available on Moodle as an online form - you will find a 'Peer Evaluation' link on Moodle for Week 12.

Your peer evaluations should be completed individually and are confidential. You will be asked to rate each other's contributions to team work on a scale of 1 to 10 according to the following questions (detailed justification must be given for any mark above or below average):

- **Rate each person's ability at generating ideas**  
This includes selecting the social issue on which to focus, as well as your change process
- **Rate each person's ability at searching for information**
- **Rate each person's academic skills**  
This covers suitability of work conducted and clarity of work submitted to the group (i.e. the work submitted did not require major changes or editing by

another team member), appropriateness of referencing style & skills (i.e. the work was referenced and in an appropriate manner)

- **Rate each person's ability at working as a team**

This covers attendance at meetings, contribution to meetings, carrying out of designated tasks, dealing with problems. For example, to what extent were you and your team members prompt at arriving for meetings or team sessions, emailing information, or phoning etc?

- **Rate each person's leadership skills**

This covers skills in self-organisation and the ability to organise others. It also covers initiative during the project, planning for the team, setting targets, establishing ground rules and keeping to deadlines.

- **Rate each person's overall contribution to the Written Report**

This covers the overall effort put in by an individual with regards to your team report during the Semester.

Once this process has been completed by each member of the team, your lecturer in charge will make a decision as to whether individual marks have to be allocated.

Your justification as to why you have allocated different marks will be taken into account so please make sure to give a comprehensive account of the issues encountered if any.

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

If, however, the workload and performance was unequal individual marks will be allocated by your lecturer. Theoretically, a person can get a higher mark than the actual team mark if this person has done more work than the rest of the team. However, a maximum cap of 5% will be applied.

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

## Do you have more questions about what is required?

Make sure to have a look at your [Team Report FAQ](#) on Moodle available under “FAQs, rubrics and other assessment resources’

## 4.4 Assignment Submission Procedure

### a) Online submission

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

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

### b) Referencing style

**Harvard Referencing is required for all your assessments.**

For the *ASB Harvard Referencing Guide*, see the [ASB Referencing and Plagiarism](#) webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism).

There also are softwares available to you to make referencing easier:

- Word has a built in referencing tool (<https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddb>)
- As a UNSW student you also have free access to using and downloading Endnote on your computers: <https://www.it.unsw.edu.au/students/software/endnote.html>

### c) Plagiarism

Students need to familiarise themselves with appropriate referencing standards as well as what constitutes plagiarism (see page 21 of your course outline for further details).

If you are unsure, help is available here: <https://student.unsw.edu.au/plagiarism>. If you would like further and personalised guidance with regards to the University requirements and policy around referencing, you can also book a meeting with the Learning Centre (<https://student.unsw.edu.au/academic-skills-support-contacts>) who will be able to provide you with the necessary guidance.

Marks will be deducted for instances of plagiarism and inappropriate referencing.

### d) Formatting requirements

Times New Roman, 12pt font and 1.5 line spacing is recommended.

### e) Feedback

Feedback is taken very seriously. It is the only way students can understand what was done well and what could have been done better, and therefore learn. Feedback on written assessment will be provided within two weeks of submission, as well as continuously throughout the semester during the workshops or online. Students are reminded to keep a copy of all work submitted and returned marked assignments.



## 4.5 Assignment Late Submission

Late submissions that have not been approved will be downgraded by 10% for each day after the due date. This means that for an assessment worth 30%, you will lose 3 marks each day your assignment is late.

Any piece of assessment not submitted within 10 days of the submission date will receive a zero (0).

To know more about the special consideration process and assignment extensions, see page 22 of your course outline.

### **Quality Assurance**

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

## 4.6 Is English not your first language?

Support is available to students for whom English is not their first language through the 'Personalised English Language Enhancement' course (HUMS1005). This course is offered by the Faculty of Arts and Social Sciences from 2017 – see here: <http://www.handbook.unsw.edu.au/undergraduate/courses/2017/HUMS1005.html>

## 5 TEAM WORK

**Permanent Teams** will be:

- Announced in week 3
- Allocated randomly by your lecturer in charge using Moodle.

In this course, we will talk about the power that you have as individuals to create social change, as well as the need to work together to address social issues in their entirety. Working together is important and can lead to improved outcomes but it is not easy. Indeed, research shows collaboration is uncomfortable and setting clear and shared expectations as well as building trust are all important components of successful team work.

### **Which assignments are undertaken in our permanent teams?**

Your team report and associated in-class work (see details in assessment task 2) is undertaken in your permanent teams.



### **How does this course ensure fair allocation of marks in team work?**

Individual components are built into your report to mitigate issues that might arise as a result of team work – see details in assessment task 2.

### **How can we organise for enjoyable and efficient team work?**

Time will be allocated in week 3 for you to meet your permanent team in class. During this time, you will also be asked to agree on some background rules for ethical team work, and discuss what your expectations are of each other. You will also be asked to draw up a team contract that will be binding for the rest of the semester. You will be given time to review this contract during the semester.

### **What do I do if there are issues in my team?**

Working together is not always easy and issues may arise.

- In the first instance, students are asked to bring up any potential issue to their team – a good way to do that is to go back to your team contract drafted in week 3 and discuss any points you have previously agreed on that you feel are not being respected.
- In the second instance, if the issue remains, please contact your lecturer in charge ([f.salignac@unsw.edu.au](mailto:f.salignac@unsw.edu.au)) to discuss further so that next steps can be implemented and the issue dealt with in a timely fashion.

### **What will happen if there is an issue and this issue cannot be resolved?**

In extreme cases, your lecturer reserves the right to remove team members from teams, and ask individuals to complete team assignments on their own.

### **What are my obligations as a UNSW student?**

Under the [UNSW Student Code](#), all students have an obligation to observe standards of equity and respect in dealing with every member of the University community – this includes all your team members.

Please remember that allegations of bullying, harassment and discrimination against students or by students are taken very seriously at UNSW. You can find more information on this here: [Student Life and Learning Service and Resource Directory](#) and here: <https://student.unsw.edu.au/equity>

## **6 COURSE RESOURCES**

Links to all required and optional resources are on the reading list for your course in the UNSW Library's Leganto system, which you can access via your Moodle course. Please note you will need to login, and may be required to enter your UNSW zID and zPass in order to access the library site.

Required readings consist of core texts and their applications. Readings are chosen to provide both theoretical foundation and to illuminate their meaning and usage in professional contexts. The readings are not to be studied in detail, but designed to initiate thinking and understanding of key themes in social systems and change.

## 7 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. In this course, we will seek your feedback through end of semester myExperience responses. Your feedback is important to ensure the course is continually improved.

## 8 COURSE SCHEDULE

Lectures start in Week 1 and finish in Week 12.

Workshops start in Week 1 and finish in Week 12.

### **As we progress through the semester, Remember to be mindful of how you feel**

Social issues can be difficult to talk about sometimes and it is important to be mindful of how you feel. If you ever feel uncomfortable or distressed in class and would prefer not to take part in the discussions, please remember that it is completely ok for you to leave the room.

If you ever experience any distress, whether during or after the classes, you are very welcome to contact your lecturer in charge ([f.salignac@unsw.edu.au](mailto:f.salignac@unsw.edu.au)) to discuss this further – all discussions remain confidential and will not affect your marks in any way. If you feel that you need further support, the University provides free and confidential counselling and psychological services to all students enrolled at UNSW: <https://www.counselling.unsw.edu.au/> - please do not hesitate to contact them, they are very helpful. You can also call Mental Health Line on 1800 011 511, it is a 24-hour telephone service operating seven days a week across NSW. It provides connections to crisis support and counselling.

Your contributions in class and your willingness to discuss these issues to create positive and meaningful social change are extremely valuable.

Week	Materials	Lectures			Workshops		Deadlines
		Topic	Teacher	Delivery	Activity	Attendance taken*	
<b>1</b> 27 February	Course Outline	Introduction	Fanny	Face to Face	• Discussion		
<b>Section 1 – Change Agents and the Social Purpose system</b>							
<b>2</b> 6 March	Online Readings	Social change, yes... but, where do I start?	Fanny	Face to Face	• Discussion		
<b>3</b> 13 March	Online Readings	Business as a social powerhouse	Fanny	Face to Face	• Meet your team • Team report work	<b>YES</b>	<b>Permanent Teams Allocated Choose your social issue</b>
<b>4</b> 20 March	Online Readings	The Public Sector and social impact	Rose	Face to Face	• Working together • Case study activity	<b>YES</b>	
<b>5</b> 27 March	Online Readings	Challenges facing Not-For-Profits as champions of civil society	Guest & Rose	Face to Face	• In class reflective journal		<b>Literature review (Friday, 11.59pm)</b>
<b>Section 2 – Design, Implementation and Impact</b>							
<b>6</b> 3 April	Online Readings	Designing your change process	Fanny	Online	• Team report work	<b>YES</b>	
<b>7</b> 10 April	Online Readings	Implementing your change process: towards measuring impact	Fanny	Online	• Team report work	<b>YES</b>	
<b>&lt; Semester Break &gt;</b>							

Section 3 – Social Issues, Australia							
<b>8</b> 24 April	Online Readings	Understanding homelessness and tools to tackle it	Rose	Online	• Team report support		<b>Sector analysis (Friday, 11.59pm)</b>
<b>9</b> 1 May	Online Readings	Indigenous disadvantage: What will it take to close the gap?	Guest & Rose	Face to Face	• In class reflective journal		
<b>10</b> 8 May	Online Readings	From disability to enabling opportunity	Guest & Fanny	Online	• Case study activity • Team report support		<b>Reflective journal (Friday, 11.59pm)</b>
Section 4 – Social Issues, World & Conclusion							
<b>11</b> 15 May	Online Readings	Global Trends	Fanny	Online	• Case study activity • Discussion		
<b>12</b> 22 May	Online readings	Global Trends – Cont.	Guests & Fanny	Online	• Semester's review • Team report support		<b>Team report &amp; Peer evaluations (Friday, 11.59pm)</b>
<b>13</b> 29 May	No class						

\* Attendance will be taken during week 3, 6 & 7's workshops and will impact your individual marks for your reports

## PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

### 9 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.

#### Business Undergraduate Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective professional communicators.**

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.**

You will be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

## 10 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).

## 11 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>

### 11.1 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>

### 11.2 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>

### 11.3 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>

### 11.4 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/>

### 11.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail

address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

## 12 SPECIAL CONSIDERATION

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

### General Information on Special Consideration for Undergraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

## 13 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](mailto: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](mailto:itservicecentre@unsw.edu.au); Phone: 9385 1333.
- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**

<http://info.library.unsw.edu.au/web/services/services.html>

- **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.

- **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](mailto:seadu@unsw.edu.au)