



UNSW

UNSW Course Outline

COMM5030 Social Entrepreneurship Practicum (F2F & Online) - 2024

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General Course Information

Course Code : COMM5030

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : UNSW Business School

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course is designed to provide students with the opportunity to apply their cumulative

learning, and build practical business and leadership capabilities within a social entrepreneurship context. Social entrepreneurs use business thinking to develop operating models aimed at creating positive social outcomes to reach people in need. The course is taught through student engagement with a genuine social entrepreneurship project, supported by both online modules and face-to-face workshops.

Each practicum experience will be different depending on the particular project on which each student will work. Assessment tasks are designed to provide a consulting style framework to both create value for the social entrepreneurship project, and to enable students to demonstrate their ability to apply and synthesise social entrepreneurship concepts.

The course is the capstone course for the Master of Commerce Global Sustainability and Social Enterprise specialisation. It is also an alternative capstone practicum course for other MCom and MCom (Ext) specialisations. This course may also be taken as a free elective in other Master of Commerce and Master of Commerce (Ext) specialisations and as an elective in the Master of Professional Accounting (Ext) program. Please refer to specialisation Handbook entries.

The course is offered in Terms 1, 2 and 3.

For enquiries please contact CSI Students at: csistudents@unsw.edu.au

Course Aims

There is an increasing demand from employers for graduate students that have applied their theoretical knowledge within a practical context. Meanwhile, students are increasingly looking for the opportunity to apply their growing knowledge and skills to contribute to positive social and environmental outcomes. This course offers the opportunity to deliver on both demands.

By providing students with the opportunity to apply their learning through a formal social entrepreneurship engagement, this course is aimed at consolidating students' existing technical knowledge and building practical skills. In addition, the inherently uncertain and dynamic learning environment ensures that students are able to apply their skills and knowledge in a diverse set of contexts. By scoping and managing impactful and achievable practical projects, the course allows students to maximise their impact on broader society within a structured and efficient framework, while also gaining credit points towards their degree.

Relationship to Other Courses

We have noticed that students with the benefit of a broader base of knowledge to draw upon

adjust to the demands of the course more easily. For that reason we encourage students to consider scheduling this capstone for the last or second last term of their degree unless they have extensive work experience.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply business knowledge and skills to address social and environmental problems.
CLO2 : Understand the underlying theory of social entrepreneurship and the overarching social and business context in which it sits.
CLO3 : Design and evaluate social business models that can effectively and sustainably deliver on both social and economic goals.
CLO4 : Demonstrate clear, concise and persuasive communication.
CLO5 : Collaborate effectively in a team to deliver project outcomes.
CLO6 : Demonstrate an understanding of personal and professional development gained from the course.

Course Learning Outcomes	Assessment Item
CLO1 : Apply business knowledge and skills to address social and environmental problems.	<ul style="list-style-type: none">• Project Scope• Project Report• Personal & Professional Development Report• Participation
CLO2 : Understand the underlying theory of social entrepreneurship and the overarching social and business context in which it sits.	<ul style="list-style-type: none">• Project Report• Personal & Professional Development Report• Participation
CLO3 : Design and evaluate social business models that can effectively and sustainably deliver on both social and economic goals.	<ul style="list-style-type: none">• Project Report• Personal & Professional Development Report
CLO4 : Demonstrate clear, concise and persuasive communication.	<ul style="list-style-type: none">• Project Scope• Project Report• Personal & Professional Development Report
CLO5 : Collaborate effectively in a team to deliver project outcomes.	<ul style="list-style-type: none">• Participation• Project Report
CLO6 : Demonstrate an understanding of personal and professional development gained from the course.	<ul style="list-style-type: none">• Personal & Professional Development Report

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360 | Zoom

Learning and Teaching in this course

Approach to learning and teaching in the course:

The approach to learning is practicum-based, enabling students to learn through applying their skills and knowledge to deliver social and economic value to a social entrepreneurship project. This is done through working hands on with a social entrepreneur in a consulting process that requires teamwork, autonomy and strategic thinking. Each practicum experience will be different depending on the particular social entrepreneurship partner and project with which each student group is paired.

Students will also engage in formal learning of key social entrepreneurship concepts and skills, as well as having the opportunity to apply these to their group's social entrepreneurship project.

The course is run with a weekly 1 hour lecture in person Mondays 5pm - 6pm; a weekly 2 hour workshop in person allowing for blended learning and teaching strategies. The online learning materials are located on Moodle.

The Moodle site will provide access to texts, multimedia resources and presentations that can provide you with the tools to examine, explore and discuss your learning with your co-participants and facilitators. The online resources will set the scene, framework and context for the topics being examined.

Learning activities and teaching strategies:

Lectures will run each week on Mondays at 5pm from Monday 12th February, 2024. Workshops will be run from Mondays-Fridays in week 1-10 - ensure to check your timetable for your specific class time. Please see the class schedule on the Moodle site for a more detailed outline of course content.

Weeks 1-10 will comprise formal learning of social entrepreneurship concepts (online pre-work and active workshops) with time allocated in the term for students to apply concepts to their project and work on their project presentation and final report.

Within the first weeks of the course, students will form into small teams commence work on their projects.

N.B. You are accountable to your project team and client, and your active participation is expected. You are expected to prepare each week and attend all workshops and lectures.

Additional Course Information

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 designed to initiate thinking and understanding of key themes in social enterprise ecosystem and change.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Project Scope Assessment Format: Individual	20%	Due Date: 09/03/2024 08:00 PM
Project Report Assessment Format: Group	30%	Due Date: 20/04/2024 08:00 PM
Personal & Professional Development Report Assessment Format: Individual	30%	Due Date: 24/04/2024 08:00 PM
Participation Assessment Format: Individual	20%	Due Date: 22/04/2024 08:00 PM

Assessment Details

Project Scope

Assessment Overview

Each student will submit a short paper detailing the client brief, and the strategy and plan to execute the brief.

Course Learning Outcomes

- CLO1 : Apply business knowledge and skills to address social and environmental problems.
- CLO4 : Demonstrate clear, concise and persuasive communication.

Detailed Assessment Description

Task rationale

Following an initial meeting with a client, consultants often write a proposal outlining what a

client has asked of them, outlining their ideas for how to go about providing the requested deliverables and identifying what is in, and out of, scope.

Relevance to other assessment tasks

Developing this proposal and your individual understanding of the client's requests is an important starting point for the final client report, your major group assignment.

The task requirements

To assist you in contributing effectively to your client's task and the group's project deliverables (Assessment task 2), you will take what you gained from the scoping meeting and write your individual Project Scope or "Client Proposal".

The purpose of this assessment is to demonstrate how well you have individually understood what your client has asked of you, to enable the Project Manager/ Tutor to identify possible misunderstandings early on and to enable your group to benefit from the creativity of different ideas when you compare your individual approaches after submitting your assignments.

Note also that this task helps ensure you bring your own ideas to your group's planning session and prompts early identification of team strengths.

Complete a Project Scope/ "Client Proposal" that is addressed to your UNSW Project Manager/ Tutor as if you are part of a consulting team and they are your consulting manager. You are informing them of a potential client, your recommendation for what your team should do over the next few months to satisfy the client and what capacity your team has to complete these deliverables.

Assessment Length

1000 words

Submission notes

Written report, word document only

Assessment information

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Project Report

Assessment Overview

Each team will submit a report addressing the project brief prepared by the client

Course Learning Outcomes

- CLO1 : Apply business knowledge and skills to address social and environmental problems.
- CLO2 : Understand the underlying theory of social entrepreneurship and the overarching social and business context in which it sits.
- CLO3 : Design and evaluate social business models that can effectively and sustainably deliver on both social and economic goals.
- CLO4 : Demonstrate clear, concise and persuasive communication.
- CLO5 : Collaborate effectively in a team to deliver project outcomes.

Detailed Assessment Description

Task rationale

Following the feedback received from the Project Scope/ Client Proposal, students will continue to work in their teams to finalise their project and develop the requested deliverables for handover to the client.

This task is meant to simulate a client report that you would submit to a client. You have developed the deliverables requested from the client and are handing it over to the client so the deliverables can be implemented to solve the client's business challenges. As such, this task needs to be completed to a high commercial standard and with professionalism.

Relevance to other assessment tasks

This is a summative assessment of all your work conducted so far. You should be demonstrably actioning the feedback received in the previous Client Proposal assessment as well as the feedback you would receive each week from your project manager when you provide a weekly project update and from your client, following client meetings.

The task requirements

The group task

As a team, develop a client report that addresses the client deliverables (project deliverables listed in the client brief). As a client facing report, its presentation and format needs to be of commercial standard and should also comply with academic formats, so carefully consider the

choice of font, spacing, headings, location of tables and charts etc. Additional advice about written report formats for this course will be conveyed during workshops from the Project Managers/Tutors.

Assessment Length

4000 words

Submission notes

Word or PDF

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Personal & Professional Development Report

Assessment Overview

Drawing on the knowledge and skills learned throughout the course the 'Personal and Professional Development Report' is an opportunity to identify, assess and synthesise the impact your learning has had on your personal and professional development.

Course Learning Outcomes

- CLO1 : Apply business knowledge and skills to address social and environmental problems.
- CLO2 : Understand the underlying theory of social entrepreneurship and the overarching social and business context in which it sits.
- CLO3 : Design and evaluate social business models that can effectively and sustainably deliver on both social and economic goals.
- CLO4 : Demonstrate clear, concise and persuasive communication.
- CLO6 : Demonstrate an understanding of personal and professional development gained from the course.

Detailed Assessment Description

Task Rationale

This course provides students with multiple opportunities to challenge themselves and increase their current skills or develop new ones. This is a comparatively safe environment in which to stretch and grow, particularly in areas that will enhance career prospects. This task recommends students plan from the beginning to experiment and work on areas they wish to improve in. This task also mimics career development methodologies used in the workplace and the expected format of the report provides practice for preparing for interviews.

The report gives students a chance to reflect, to gain a sense of progress and to set next steps to

ensure ongoing personal and professional development.

Relevance to other assessment tasks

This is a summative reflection piece. You should draw upon what you have learnt across your other assessment tasks from COMM5030 to complete this task.

At the beginning of term, students should actively conduct a skills audit and set themselves a development plan for the term using material covered in the first few weeks. Assessments 1 and 2 invite students to anticipate areas where skills gaps exist and to plan to close them.

Assessment 3 provides an opportunity to execute that skills development and provides evidence of successful completion.

In other words, planning for this reflection piece should begin at the start of the term, not the end.

The task requirements

Drawing on the knowledge and skills learned or improved throughout the course (including online modules, class time, and social entrepreneurship client project) students will write a 1,000 word 'Personal and Professional Development Report' (PP&D Report). This report should identify, assess, and synthesise the impact COMM5030 has had on their personal and professional development to date and how they will apply this to their future business practice.

Students are required to address the following themes of development when writing the Personal and Professional Development Report:

1. Two areas where they have experienced personal growth, with a focus on the soft skills developed.
2. Two areas where their business knowledge has been applied and improved as a consequence.
3. Two areas where they have developed specific business skills. These must be clearly distinct to the personal growth /

Assessment Length

1000 words

Submission notes

word file only

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Participation

Assessment Overview

Class participation (10%), Peer evaluation of contribution to group work (10%)

Students will be assessed on their active and engaged participation during the weekly workshops.

Students will also be invited to participate in a peer evaluation of their own and their team members performance in the group. Students will need to complete the peer evaluation process to be eligible for the 'peer evaluation' component of this assessment.

Course Learning Outcomes

- CLO1 : Apply business knowledge and skills to address social and environmental problems.
- CLO2 : Understand the underlying theory of social entrepreneurship and the overarching social and business context in which it sits.
- CLO5 : Collaborate effectively in a team to deliver project outcomes.

Detailed Assessment Description

Peer Evaluation Survey Task rationale

Often in the workplace we are asked to evaluate our own performance or that of others. The Peer Evaluation survey seeks to provide you with the opportunity to assess your peers on their performance throughout your time working together on your Project Report. This evaluation will form 10% of your overall mark in this subject.

Relevance to other assessment tasks

The survey seeks to understand the contribution made by each student in the team by asking student to rate their peers on their attendance, preparation, and contribution to and during the team towards their project report.

The task requirements

Each student must complete the Peer Evaluation Survey on Moodle after the assessment 2 deadline. Students are asked a series of questions related to attendance, preparation, and contribution in relation to the project report and are asked to provide for each student in their

team a rating, using the scale provided in the survey, in answer to each of the questions asked. Using the rating provided against each question, a total final score is then calculated for each student and marks then awarded towards the student, accordingly.

Discussion 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

Assessment Length

N/A

Assessment information

Due dates:

- **Participation – Ongoing**
- **Peer Evaluation – Monday 22nd April by 8pm**

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Full assessment details can be found in the Assessment Handbook on Moodle

The assessments in COMM5030 have been designed to help you practice applying key concepts from the course and to help you prepare for the workplace where you will be required to think innovatively and produce professional outcomes.

During this course, the students should think of themselves as consultants in a consulting firm. They will form a project team with other student consultants and their Project Advisor will play the role of Consulting Manager.

The student consultant groups will be allocated to a client that needs support with a project.

Following client presentations each individual student consultant will then submit a Project Scope / Client Proposal worth 20% (Assessment 1) to the Consulting Manager where they propose how to move forward with the project.

Students will then share their individual proposals with each other, agree on a unified approach as a team and start working.

Student consultants will continue working on their projects, finishing the course with the Final Project Report worth 30% for their client (Assessment 2) and a Personal & Professional Development Report worth 30% for the Consulting Manager (Assessment 3).

The use of Generative AI tools for your assessments

As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your lecturer if there is any uncertainty about the originality of your work.

If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

Grading Basis

Standard

Requirements to pass course

In order to pass this course, you must:

- achieve a composite mark of at least 50 out of 100;
- achieve a satisfactory result on any essential assessment components; and
- meet any additional requirements described in the Assessment Summary section.

You are expected to attempt all assessment requirements in the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Blended	<p>Topic: Course Overview & Introduction to Social Entrepreneurship and Social Impact</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Course Assessments • Introduction to Social Entrepreneurship and Social Impact • Team Formation • Distribute Project Briefs
Week 2 : 19 February - 25 February	Blended	<p>Topic: Project Management & Consulting; Report Writing Skills; 1st Client Meeting</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Project Management & Consulting • Report Writing Skills • First client meeting (lecture time)
Week 3 : 26 February - 3 March	Blended	<p>Topic: Wicked Problems, Systems thinking and Social Entrepreneurship</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Wicked problems • Systems Thinking • Social Entrepreneurship
Week 4 : 4 March - 10 March	Blended	<p>Topic: Design Thinking and the Double Diamond</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Design Thinking and Double Diamond
Week 5 : 11 March - 17 March	Blended	<p>Topic: Value Proposition and Marketing for Social Enterprises; 2nd Client Meeting</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Value Proposition and Social Enterprises • Marketing for Social Enterprises • 2nd client meeting (lecture time)
Week 6 : 18 March - 24 March	Blended	<p>Topic: Social Enterprise Business Models</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Project Update • Business Models in Social Entrepreneurship
Week 7 : 25 March - 31 March	Blended	<p>Topic: Report Writing Skills; 3rd Client Meeting</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Project Update • Report Writing Skills • 3rd client meeting (lecture time)
Week 8 : 1 April - 7 April	Blended	<p>Topic: Measuring Social Impact and Theories of Change</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Project Update • Theory of Change & Measuring Social Impact
Week 9 : 8 April - 14 April	Blended	<p>Topic: Social Impact Funding and Investment</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Project Check-in • Project Update • Funding Social Enterprises • Social Impact Investment
Week 10 : 15 April - 21 April	Blended	<p>Topic: Reflections on Social Entrepreneurship</p> <p>Detail/engagement:</p> <ul style="list-style-type: none"> • Reflections on Social Entrepreneurship • Final assessment questions • Project check-in

Attendance Requirements

As a faculty Work Integrated Learning course, attendance and participation at both weekly lectures and workshop is a requirement of the course. Your active participation in the weekly workshops is graded (Assessment 4).

You are expected to attend, engage in group work, activities and learning materials in workshops. Participation marks are awarded according to the frequency, relevance, quality, consistency and depth of contribution. You are expected to prepare readings prior to class; engage with teachers and fellow students; initiate discussion and work for your project; and foster a community of learning and practice.

Client briefings will be held during the weekly lecture - you need to attend each week to ensure you have all information necessary to meet the client's needs.

If you are not able to attend class due to illness or misadventure, please notify your Workshop facilitator and the Course Authority as soon as possible

General Schedule Information

The course is structured to include four pillars of learning and experience:

- 1. Preparatory Online Modules and In-Person Lectures:** A series of online learning modules that include the course readings, theoretical underpinnings and key activities coupled with live lectures related to weekly subject matter/topics. The online learning can be found under the weekly content on Moodle.
- 2. Workshop :** Weekly 2hr workshops where students apply and expand on the concepts highlighted in the online modules. The workshop activities are focused on the development of important business skills and capabilities to assist in the delivery of client projects, support successful assessment completion and prepare participants for the workplace.
- 3. Client Projects:** A real life project undertaken in small groups across the term supporting, mostly during the workshops, supporting a social enterprise, charity or not-for-profit client. This activity includes client meetings, project scoping and completing project deliverables.

Course Resources

Prescribed Resources

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

Centre for Social Impact (CSI)

<http://www.csi.edu.au/>

Please direct any CSI education program, enrolment and administration queries here

Email: csistudents@unsw.edu.au **Phone:** (02) 8936 0990

Business Student Centre

<https://www.business.unsw.edu.au/students/resources/student-centre>

The Nucleus: Student Hub

<https://nucleus.unsw.edu.au/en>

Location: Level 2, in the Main Library. (UNSW map location F21) **Phone:** (02) 9385 8500

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:** (02) 9385 1333

Academic Skills Support

[Academic Skills Support | UNSW Current Students](#)

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

Library services and facilities for students

[Students \(unsw.edu.au\)](#)

IT Service Centre

<https://www.myit.unsw.edu.au/>

Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc.

IT Walk-in Service Centres: Upper Campus IT Hub - Room G06, D26 Biological Sciences Building (Next door to XS Cafe) ; **Middle Campus IT Hub** - G008, Ground Floor H13 Anita B Lawrence Centre

Phone: (02) 9385 1333

UNSW MindHub

<https://www.student.unsw.edu.au/mindhub>

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 via Mental Health Connect

Office: Level 2, East Wing, Quadrangle Building; **Phone:** (02) 9385 5418; **Email:** counselling@unsw.edu.au

Equitable Learning Services (formally Disability Support Services)

<https://student.unsw.edu.au/els>

A free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Phone: (02) 8374 9201; **Email:** els@unsw.edu.au

Nura Gili Student Success Team

<https://www.indigenous.unsw.edu.au/current-students/student-success>

Our Student Success Team aim to enhance the student experience at UNSW. We work to equip all Aboriginal and Torres Strait Islander students at UNSW with the skills they need to thrive in an ever-changing and innovative world.

Phone: (02) 9385 3805; **Email:** nuragili@unsw.edu.au

Course Evaluation and Development

Continual Course Improvement:

Feedback is regularly sought from students and continual improvements are made based on this

feedback. At the end of this course, you will be asked to complete the myExperience survey, which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

Feedback channels include

- In class surveys and Q & As
- UNSW's MyExperience
- End of term discussion and feedback
- Post course interview as individual or as a focus group

Response to student feedback:

Over the last few terms feedback from students has helped to reshape assessment formats, workshop activities, delivery approaches, type and frequency of client engagement, staffing, group projects and much more.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Linh Nguyen				Please email to arrange	Yes	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts

- Student Learning Support Services

Further information is provided on the [key policies and support](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [UNSW HDR Learning Outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are

also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/ course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under "Special Consideration" on the [key policies and support](#) page.

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. An assignment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assignment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

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

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.