



## UNSW Course Outline

# COMM5205 Leading Change for Sustainability - 2024

Published on the 25 Aug 2024

## General Course Information

Course Code : COMM5205

Year : 2024

Term : Term 3

Teaching Period : T3

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

Leading Change for Sustainability is a course designed for future leaders who are passionate about creating positive social and environmental change.

Your ideas and passion for sustainability and resilience are just the first step. You need skills in leadership, creativity, systems thinking, communication and models for cultural change so that you can influence key decision-makers, build networks and make your idea a reality. You need an awareness of change processes and an understanding of ethics and human rights to lead sustainable change, locally and globally.

*How do you support cultural change towards a sustainable future for all organisational types?*

*How do you pursue social and environmental goals from within a multinational company or a start up?*

Sustainability has become a key driver in many organisations, from large foundations to social enterprises, not-for-profits working with government to provide services, and small to large businesses. This course explores how to create and implement sustainability strategies for different organisational types. We take a broad view of sustainability based on the Sustainable Development Goals, acknowledging the human, social, economic and environmental elements of positive cultural change.

## **Course Aims**

This course aims to develop important skills and capabilities needed to drive sustainability initiatives in a variety of organisations. Students will also be taught an awareness of change processes and an understanding of ethics and human rights to lead sustainable change, locally and globally.

## **Relationship to Other Courses**

This course aims to equip students with core leadership capacities for leading positive social change, which include: communication, conflict transformation, mindfulness, creativity, and moral courage. With a central focus on leadership for sustainability, this course directly addresses the Program Learning Outcomes of leadership development, global and cultural competence and business communication.

Students will also be taught an awareness of change processes and an understanding of ethics and human rights to lead sustainable change, locally and globally. The course will use in-depth case studies and examine complex aspects of sustainability leadership faced by leaders from business, government and civil society.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Become familiar with transformation strategies in the context of sustainability initiatives in business.
CLO2 : Recognise and apply the features of sustainable leadership practice in organisational sustainability initiatives (including ethical and human rights concerns).
CLO3 : Reflect upon skills in building teams and networks in order to align businesses with sustainability objectives.
CLO4 : Communicate written and oral ideas in a clear and succinct manner.

Course Learning Outcomes	Assessment Item
CLO1 : Become familiar with transformation strategies in the context of sustainability initiatives in business.	<ul style="list-style-type: none"><li>• Preparation and Participation</li><li>• Assessment of Australian Sustainability Landscape</li><li>• Group Presentation</li></ul>
CLO2 : Recognise and apply the features of sustainable leadership practice in organisational sustainability initiatives (including ethical and human rights concerns).	<ul style="list-style-type: none"><li>• Preparation and Participation</li><li>• Assessment of Australian Sustainability Landscape</li></ul>
CLO3 : Reflect upon skills in building teams and networks in order to align businesses with sustainability objectives.	<ul style="list-style-type: none"><li>• Preparation and Participation</li><li>• Assessment of Australian Sustainability Landscape</li></ul>
CLO4 : Communicate written and oral ideas in a clear and succinct manner.	<ul style="list-style-type: none"><li>• Critical Reflection &amp; Action Plan</li><li>• Group Presentation</li><li>• Preparation and Participation</li><li>• Assessment of Australian Sustainability Landscape</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this 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 & reflective nature of leadership this course will be highly interactive and discussionoriented. 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.

## 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.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
Preparation and Participation Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
Assessment of Australian Sustainability Landscape Assessment Format: Individual	35%	Start Date: Not Applicable Due Date: 03/10/2024 11:59 PM
Group Presentation Assessment Format: Group	20%	Start Date: Not Applicable Due Date: 31/10/2024 06:00 PM
Critical Reflection & Action Plan Assessment Format: Individual	25%	Start Date: Not Applicable Due Date: 14/11/2024 11:59 PM

## Assessment Details

### Preparation and Participation

#### Assessment Overview

Students will be assessed on their interactions, contribution and short assessment activities. Participation includes contributing to class discussions, ideas, insights and group learning activities.

#### Course Learning Outcomes

- CL01 : Become familiar with transformation strategies in the context of sustainability initiatives in business.
- CL02 : Recognise and apply the features of sustainable leadership practice in organisational sustainability initiatives (including ethical and human rights concerns).
- CL03 : Reflect upon skills in building teams and networks in order to align businesses with

sustainability objectives.

- CLO4 : Communicate written and oral ideas in a clear and succinct manner.

#### **Detailed Assessment Description**

Students will be assessed on their interactions, contribution and short assessment activities. Participation includes contributing to class discussions, ideas, insights and group learning activities.

#### **Assignment submission Turnitin type**

Not Applicable

#### **Generative AI Permission Level**

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## **Assessment of Australian Sustainability Landscape**

#### **Assessment Overview**

Students will conduct a critical assessment of the current sustainability landscape in Australia. This will include:

- Trends in sustainability reporting
- Political landscape
- Community sentiment
- Environmental and social events
- Economic conditions
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Students will explore how different events and conditions have shaped and changed the discourse around sustainability, what actions and reactions this has created for business and politics and what impacts the CRFD could have on this.

#### **Course Learning Outcomes**

- CLO1 : Become familiar with transformation strategies in the context of sustainability initiatives in business.
- CLO2 : Recognise and apply the features of sustainable leadership practice in organisational sustainability initiatives (including ethical and human rights concerns).
- CLO3 : Reflect upon skills in building teams and networks in order to align businesses with sustainability objectives.

- CLO4 : Communicate written and oral ideas in a clear and succinct manner.

### **Detailed Assessment Description**

Students will conduct a critical assessment of the sustainability landscape in Australia and the condition that have shaped the current discourse, political, business and community action from the period 2020 – 2024.

### **Assessment Length**

1500 words

### **Assignment submission Turnitin type**

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

### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Group Presentation**

### **Assessment Overview**

Groups will choose one sustainability focus area and develop a student led activity to improve that outcome.

This is an action research project and you should demonstrate:

- How you came up with the focus area.
- Overview of current progress.
- How you engaged with students.

- What the expected outcome would be.
- How you would measure the results.

### **Course Learning Outcomes**

- CL01 : Become familiar with transformation strategies in the context of sustainability initiatives in business.
- CL04 : Communicate written and oral ideas in a clear and succinct manner.

### **Detailed Assessment Description**

Using the UNSW Sustainability Plan 2022 – 2024 as a guide chose one of the themes; Climate Action, Living Campuses and Resource Efficiency and create and test a prototype that can help improve sustainability.

### **Assessment Length**

10 minutes

### **Assignment submission Turnitin type**

Not Applicable

### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Critical Reflection & Action Plan**

### **Assessment Overview**

In your final assignment you will reflect on your contributions to and experiences of working in a group and develop a personal action plan that outlines the key lessons learned and what would

be the necessary attributes and conditions to successful lead and implement a sustainable change project.

### **Course Learning Outcomes**

- CL04 : Communicate written and oral ideas in a clear and succinct manner.

### **Detailed Assessment Description**

Based on your assessment of group dynamics, the feedback process and your individual reflection prepare your critical reflection (supported by evidence) that outlines the key lessons learned and what would be the necessary attributes and conditions to successful lead and implement a sustainable change project.

### **Assessment Length**

1000 words

### **Assignment submission Turnitin type**

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

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

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

### **Viva Voce**

Any student may be called upon to provide a viva voce (from the Latin meaning 'living voice') for any assignment. A viva voce is an interview style meeting where you will be asked to explain, discuss, or use information related to any assignment or work produced for this course. These

can be used to ascertain knowledge and ability including the extent to which the student has undertaken the required reading, done preparatory work and can demonstrate understanding of what they have written or presented. Viva voces are used in conjunction with submitted assessment work not instead of submitted work.

## **Academic Integrity and Code of Conduct**

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. 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 Code of Conduct, 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.

### **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 : 9 September - 15 September	Workshop	<p>Theory Unit 1: Sustainability In Context</p> <p>In this unit students will examine key concepts and the current context for sustainability.</p> <ul style="list-style-type: none"> <li>• How sustainability is defined.</li> <li>• Models for sustainability ESG, SDGs</li> <li>• Relationship between sustainability and social impact.</li> <li>• Role of leadership and change.</li> <li>• Role of individuals, business, sectors, governments and communities in sustainability.</li> </ul>
Week 2 : 16 September - 22 September	Workshop	<p>Theory Unit 2: Sustainability Narrative</p> <p>In this unit students explore the different stories and narratives that have shaped sustainability making this a complex problem.</p> <ul style="list-style-type: none"> <li>• How sustainability has been framed by different sectors and segments of the community.</li> <li>• What are the values and principles underpinning these frames.</li> </ul>
Week 3 : 23 September - 29 September	Workshop	<p>Theory Unit 3: Systems, Complexity &amp; Transdisciplinary</p> <p>In this unit students will explore systems and complexity thinking and the role of transdisciplinary practice in preparing for sustainable and just transitions.</p> <ul style="list-style-type: none"> <li>• Systems and complexity thinking models.</li> <li>• Indigenous Knowledge systems.</li> <li>• Transdisciplinary practice.</li> </ul>
Week 4 : 30 September - 6 October	Workshop	<p>Theory Unit 4: Leadership for Sustainability</p> <p>In this unit students will explore the conditions required for leading change for sustainable futures.</p> <ul style="list-style-type: none"> <li>• Leadership models and types.</li> <li>• Ethical and moral considerations.</li> <li>• Leadership as a relational experience</li> </ul>
Week 5 : 7 October - 13 October	Workshop	<p>Theory Unit 5: Business Models for Sustainability</p> <p>In this final theory focused unit students will explore the role of business and business model design in sustainability.</p> <ul style="list-style-type: none"> <li>• Business role in the problem/solution space.</li> <li>• Sustainable business model design.</li> <li>• Circular and regenerative economic models.</li> <li>• Sustainability frameworks monitoring and measurement.</li> </ul>
Week 6 : 14 October - 20 October	Workshop	<p>Sustainable Practice 1: Design &amp; Innovation for Sustainable Transitions</p> <p>In this first practice unit students will dive into design and innovation concepts and activities to support a sustainable transition.</p> <ul style="list-style-type: none"> <li>• Design &amp; Innovation concepts and principles.</li> <li>• Methods and practices.</li> <li>• Design-led research and labs.</li> </ul>
Week 7 : 21 October - 27 October	Workshop	<p>Sustainable Practice 2: Operating Environment</p> <p>In this practice unit students will delve into concepts, methods and practices that support sustainable operations.</p> <ul style="list-style-type: none"> <li>• Developing sustainable strategies.</li> <li>• Role of boundary objects and transition management.</li> <li>• Putting plans into action.</li> <li>• Managing conflicting priorities.</li> <li>• Providing and receiving feedback.</li> <li>• Effective communication strategies.</li> </ul>
Week 8 : 28 October - 3 November	Workshop	<p>Practice Unit 3: Dealing with Disagreements &amp; Conflict</p> <p>In this unit students will explore and apply concepts and methods developing skills to navigate differing points of views and to avoid conflict seeking out common shared principles.</p> <ul style="list-style-type: none"> <li>• Fairness, equality and equity.</li> <li>• Exploring hidden agendas and bias.</li> <li>• Trade offs.</li> <li>• Looking beyond economic arguments.</li> </ul>
Week 9 : 4 November - 10 November	Workshop	<p>Practice Unit 4: Conversations</p> <p>In this practice unit students will develop skills and knowledge for creating conversations that lead to change.</p> <ul style="list-style-type: none"> <li>• Frameworks for changing hearts and minds.</li> <li>• Engaging with stakeholders.</li> <li>• Building momentum for change.</li> <li>• Framing a case for change.</li> </ul>
Week 10 : 11 November - 17 November	Workshop	<p>Sustainable Practice 5: Reflective Practice</p> <p>In this final practice session students will engage in developing their</p>

		reflective practice skills understanding the importance of this in leading change for sustainability. <ul style="list-style-type: none"> <li>• Reflective practice.</li> <li>• Identifying areas for development.</li> <li>• Understanding their biases and blind spots.</li> <li>• Role of creative practice.</li> </ul>
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## Attendance Requirements

This course is a blend of interactive lectures and tutorials which will involve a range of speakers, individual and group activities, experiments and practice sessions which will contribute to your participation marks.

The approach will be more like workshop experience combining course theory with practice making recordings not suitable for learning.

Each week will include course theory, concepts, methods and practice the design and deliver will see the first 5 weeks focus on theory, supported by practice and the second 5 weeks focus on practice supported by theory. This will enable students to demonstrate their understanding of course materials as it relates to real life work situations.

- Weeks 1 - 5: Focuses on course theory and concepts creating the conditions for leading sustainable change.
- Weeks 6 - 10: Focus on how course theory and concepts can be applied in practice, navigating complexity and leading change.

## General Schedule Information

Lectures for this course will take place weekly on Thursdays from 5.00pm-6.00pm. Tutorials are run in person immediately after the lecture on Thursdays from 6.00pm-8.00pm. Please check your class timetable for full details.

## Course Resources

### Recommended 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

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.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Lee Cooper				By appointment	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 [Policies and Guidelines](#) 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 [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [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 Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. 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 Code of Conduct, 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

#### SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the UNSW [Current Students](#) page.

#### 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. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. 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. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

## **LATE SUBMISSION PENALTIES**

### **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. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment 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.