



## UNSW Course Outline

# CDEV6500 Future Leader Lab - 2024

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## General Course Information

**Course Code :** CDEV6500

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2C

**Is a multi-term course? :** No

**Faculty :** DVC (Academic) Board of Studies

**Academic Unit :** DVC (Academic) Board of Studies

**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

Future Leader Lab is an enrichment course that students can apply to undertake and will be selected based on academic performance, co-curricular experience, and an interview. The Lab involves problem-based learning (PBL) whereby students will work in interdisciplinary teams

(though are assessed individually) to consider how community, government, and industry leadership can solve challenging, real-world problems. In this course, students will learn about theories and applications of leadership, and will have the opportunity to collaborate with community, government, and industry leaders. Students will: undertake research to understand the root-cause of a complex, real-world problem; generate solutions to that problem; and ultimately pitch one solution to an expert panel.

## **Course Aims**

- Provide an enrichment learning experience for high achieving students;
- Enable students to understand, critically evaluate, and apply principles, challenges, and techniques of leadership to solve real-world problems;
- Facilitate students to apply disciplinary knowledge and skills in an interdisciplinary, real-world context;
- Enable students to practice collaboration and self-determined learning skills; and
- Challenge students to cultivate their intrinsic motivation and resilience when presented with messy, real-world problems, that are open-ended and evade formulaic approaches to problem-solving.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Specialised understanding and application of leadership theories and skills in an interdisciplinary context to solve a real-world problem.
CLO2 : Exercise expert judgement to self-determine knowledge and skills gap and independently apply research and learning techniques to advance knowledge and skills.
CLO3 : Critically evaluate, synthesise and interpret complex knowledge, information and data to inform decision-making.
CLO4 : Exercise adaptive interpersonal skills to transmit knowledge skills and ideas to, and influence and persuade, specialist and non-specialist stakeholders.

Course Learning Outcomes	Assessment Item
CLO1 : Specialised understanding and application of leadership theories and skills in an interdisciplinary context to solve a real-world problem.	
CLO2 : Exercise expert judgement to self-determine knowledge and skills gap and independently apply research and learning techniques to advance knowledge and skills.	
CLO3 : Critically evaluate, synthesise and interpret complex knowledge, information and data to inform decision-making.	
CLO4 : Exercise adaptive interpersonal skills to transmit knowledge skills and ideas to, and influence and persuade, specialist and non-specialist stakeholders.	

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

There are four main aspects of this course:

- **preparation, academic knowledge and skill development** – getting ready for your project work through interactive workshops, subject matter expertise, readings, online resources, and activities;
- **project** – with supervision and advice from academic and partner organisation staff;
- **debriefing and reflective activities** – ongoing review and reflection to ensure progress, contextualised work, examination of assumptions, and project review; and
- **assessment** - to consolidate, deepen, and extend learning and understanding.

Research has consistently shown that experiential learning is extremely effective. Research also

shows that experience alone is not enough, and that it is *reflection, debriefing and discussion with others* that helps to make sense of experience and ensures that these learnings are accessible in the future. Understanding the ‘what and how’ of doing something is important, but it is even more important to know why you are doing something, and the values, beliefs, and assumptions that affect your decision making. This is why effective reflection is recognised as a significant and valued professional skill and this course will help you develop this capability

## Additional Course Information

CDEV3500 Future Leader Lab is a leadership development course in which students develop leadership skills through learning how to use technology, innovation and entrepreneurship while to address the UN’s Sustainable Development Goals (SDGs), in particular SDG 11 – Sustainable Cities and Communities.

The course aims to address today’s challenges in making our cities and communities sustainable through developing and applying innovation and entrepreneurship to new knowledge in circular economies, clean energy, and renewable transport. A fourth learning theme is digital literacy and the role of technology in supporting innovative and entrepreneurial solutions. Student will have the opportunity to learn about personal and organisational leadership and how they might led change in the future of leadership and , empowering students to be future leaders for change of community, government and industry, by addressing modern issues through circular economies, clean energy, renewable transport and immersive technology solutions.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates
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### Assessment Details

#### General Assessment Information

##### Assessment Task 1 - Critical Leadership Perspectives

###### *Task summary*

Students will choose two recommended readings and prepare a concise abstract for each reading that sets out how the concepts contained within those readings can be applied to solve a real-world problem.

Refer to Moodle site for further instructions and the assessment rubric for this task.

### *Task Details*

Due: Sunday, 18 August 5pm

Weighting: 25%

Written; 1000 words (excluding reference citations and bibliography).

### **Assessment Task 2 - Initial Pitch**

#### *Task summary*

Students will deliver an initial pitch on the problem, relevant research, and early ideation in relation to sustainable cities and/or communities. Students should prepare a presentation deck but will not need to submit the deck in the assessment portal. Students will work in groups but be assessed individually.

Refer to Moodle site for further instructions and the assessment rubric for this task.

### *Task Details*

Due: In Class Tuesday 20 August

Weighting: 20%

Oral, 5 Minutes, and Presentation Deck.

### **Assessment Task 3 - Leadership Portfolio (inc. Knowledge and Skills Gap Analysis)**

#### *Task summary*

Students will prepare a short leadership profile of themselves that showcases their accomplishments in the course, and their perspective as a future leader. Students will self-assess the current state of their knowledge and skills, and develop a plan as to how they will acquire the residual knowledge and skills that they require to solve their real-world problem.

Refer to Moodle site for further instructions and worksheet for this task.

### *Task Details*

Due: Sunday, 25 August 5pm

Weighting: 25%

Written; 1,000 words (excluding reference citations and bibliography)

### **Assessment Task 4 – Group Final Pitch and Presentation Deck**

#### *Task summary*

Students will deliver their final pitch in which they will synthesise and communicate their research of their chosen sustainable cities and/or communities problem (within the scope of UN SDG 11), their proposed solution, and influence and persuade a panel of the validity of their approach. This assessment item will include Q&A. Students should prepare a presentation deck but will need to submit the deck in the assessment portal (unlike for the initial pitch).

Refer to Moodle site for further instructions and the assessment rubric for this task.

#### *Task Details*

Weighting: 30%

Due: In class Thursday 29 August.

While this is a group presentation, marking will be on an Individual basis.

#### **Plagiarism**

Students need to familiarise themselves with appropriate referencing standards as well as what constitutes plagiarism. If you are unsure, help is available here: <https://student.unsw.edu.au/plagiarism>. If you would like further assistance look at the [‘Working with Academic Integrity’](#) online module.

Instances of plagiarism will be referred for review and educative action as appropriate. Marks will be deducted for inappropriate referencing.

#### **Use of Generative Artificial Intelligence (AI)**

For the assignments, you may use generative artificial intelligence for

- **ASSISTANCE WITH ATTRIBUTION:** This requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission.

Information on the use of generative AI can be found here: [Use of AI for assessments | UNSW Current Students](#)

Please note that your submissions may be passed through an AI-generated text detection tool. Students do not have access to the Generative AI report. If your marker has concerns that your answer contains passages of AI-generated text you may be asked to explain 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.

AI use must be cited correctly using your citation system, check the UNSW guide here: [Referencing and acknowledging the use of artificial intelligence tools | UNSW Current Students](#)

### **Special Consideration, Late Submission and Penalties**

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 five 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.

Extensions to assessment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments **do not** constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: <https://student.unsw.edu.au/special-consideration>

### **Grading Basis**

Standard

### **Requirements to pass course**

In order to pass this course, you must achieve an overall mark of at least 50%. Students must attend all scheduled sessions.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 August - 18 August	Seminar	Tuesday SEB G02 9:30am - 4:30pm Thursday - site visit to KPMG in morning times TBC, return to UNSW to continue
	Assessment	Assessment 1 (Critical Leadership Perspectives) due Sunday 5pm
Week 2 : 19 August - 25 August	Seminar	Tuesday SEB G02 9:30am - 4:30pm. Thursday is the Nowra day trip, 8am - 8pm, to and from UNSW
	Assessment	Assessment 2 (Initial Pitch) during class on Tuesday. Assessment 3 due Sunday 5pm
Week 3 : 26 August - 1 September	Seminar	Tuesday site visit to Greenhouse Hub CBD, return to UNSW to continue, times TBC Thursday, SEB G02: 9:30am - 4:30pm
	Assessment	Assessment 4 Teams Final Pitch in class Thursday

## Attendance Requirements

Students must be able to attend all seminars and workshops or provide medical exemptions.

## General Schedule Information

The course will include seminars and workshops at UNSW, Kensington Campus SEB G02 in Term 2C 2024. The course will run at 9:30am to 4:30pm from 12 to 29 August, Tuesdays and Thursdays.

The course will also include a day trip to the Shoalhaven City Council's recycling MICROfactorie™ in Nowra, south of Sydney, in partnership with Kandui Technologies. Students will be collected and returned by bus from UNSW. This will be on Thursday 22 August from 8am - 8pm.

## Course Resources

### Recommended Resources

#### Assignment Submission Procedure

##### Online submission

All individual written assessments must be submitted electronically via 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 number plus student ID of all members is in the top right-hand corner of group assessments. Full information about how to prepare assignments for electronic submission can be found in the Turnitin Student Guide: <https://student.unsw.edu.au/turnitin>.

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

## Referencing style

Harvard Referencing is required for all your assessments. During online course orientation activities, a module on referencing will provide the opportunity to review academic integrity principles and how to reference correctly.

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

There is software available to you to make referencing easier:

1. Word has a built in referencing tool (<https://support.office.com/en-us/article/Create-a->)
2. As a UNSW student you also have free access to using and downloading Endnote on your computers: <https://www.myit.unsw.edu.au/software-students>

## Word length

Word limits provide a guide so that you understand the expectations of your lecturers and tutors. Thus, the word limit plus or minus 10% of that limit is acceptable. If you submit a task that is too long, the marker will cease reading the submission once the word limit + 10% has been reached. So, for example if your word limit is 1000 words, the marker will cease reading at 1100 words.

## Formatting requirements

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

## Feedback

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.

## Course Evaluation and Development

Each session feedback is sought from students and other stakeholders about this course and continual improvements are made based on this feedback. In this course, we will seek your feedback through end of session MyExperience responses. Your feedback is important to ensure the course is continually improved.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Sandeep Kirpalani		John Goodsell Building, Kensington, UNSW		As per email appointment	No	No
Convenor	Eitan Bienstock		John Goodsell Building, Kensington, UNSW		As per email appointment	Yes	Yes

## Other Useful Information

### School-specific Information

The University provides a wide range of support services for students, including:

#### 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 Academic Skills

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

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

#### Library services and facilities for students

<https://www.library.unsw.edu.au/study/services-for-students>

## **IT Service Centre**

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

Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor).

Phone: 9385 1333.

## **UNSW Counselling and Psychological Services**

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

Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.

Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email:

[counselling@unsw.edu.au](mailto:counselling@unsw.edu.au)

## **Equitable Learning Services**

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

Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies.

Phone: 02 8374 9201; Email: [els@unsw.edu.au](mailto:els@unsw.edu.au)

## **WIL Central:**

E: [wil.central@unsw.edu.au](mailto:wil.central@unsw.edu.au) T: + 61 (2) 9065 1112

## **After-hours emergency contacts:**

[UNSW Security Services](#) T: + 61 (2) 9385 6666