**UNSW Course Outline**

# COMM5713 Collaboration for Social Impact - 2024

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## General Course Information

**Course Code :** COMM5713
**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 :** Online
**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 examines key concepts and frameworks of cross-sector collaboration and develops your capacities to undertake effective collaboration with existing and emerging partners. The course is taught using experiential processes to learn about collaboration in real time at a

personal and systemic level. This requires students to be willing to reflect on their own approaches and attitudes within a collaboration. In completing this course, you will gain a deeper understanding of the knowledge and frameworks required to develop and sustain cross-sectoral collaborations to achieve social impact. You will also have the opportunity to develop a range of skills and competencies that can be applied to build collaborative partnerships with government, business, community and the third sector within your workplace.

## Course Aims

This course aims to develop students' understanding of the key concepts and frameworks of system change and collaborative practice. Students will gain an ability to apply collaborative practices to complex social challenges. Students will build these skills through case study, experiential learning and individual investigation of different approaches to achieve system change.

# Course Learning Outcomes

| Course Learning Outcomes |
| --- |
| CLO1 : Demonstrate current inter-disciplinary knowledge applicable to local and global contexts |
| CLO2 : Apply critical thinking and problem solving skills to diagnose complex problems within collaborative partnerships |
| CLO3 : Demonstrate effective communication skills and strategies, verbally and in written format, to advance collaborative partnerships to advance social change and impact. |
| CLO4 : Demonstrate effective inter/intra-sectoral collaborative practice to advance social change. |
| CLO5 : Demonstrate a strong awareness of, and capacity to, sustain partnerships that build ethical relationships of trust and collaboration |
| CLO6 : Demonstrate social leadership to support dynamic collaborative practice required for social change. |

| Course Learning Outcomes | Assessment Item |
| --- | --- |
| CLO1 : Demonstrate current inter-disciplinary knowledge applicable to local and global contexts | • Participation<br>• Case Study<br>• Diagnosis and practice of conditions of collaboration |
| CLO2 : Apply critical thinking and problem solving skills to diagnose complex problems within collaborative partnerships | • Participation<br>• Case Study<br>• Diagnosis and practice of conditions of collaboration |
| CLO3 : Demonstrate effective communication skills and strategies, verbally and in written format, to advance collaborative partnerships to advance social change and impact. | • Reflection<br>• Participation<br>• Case Study<br>• Diagnosis and practice of conditions of collaboration |
| CLO4 : Demonstrate effective inter/intra-sectoral collaborative practice to advance social change. | • Participation<br>• Diagnosis and practice of conditions of collaboration |
| CLO5 : Demonstrate a strong awareness of, and capacity to, sustain partnerships that build ethical relationships of trust and collaboration | • Reflection<br>• Participation<br>• Diagnosis and practice of conditions of collaboration |
| CLO6 : Demonstrate social leadership to support dynamic collaborative practice required for social change. | • Reflection<br>• Case Study<br>• Diagnosis and practice of conditions of collaboration |

# Learning and Teaching Technologies

Moodle - Learning Management System

# Learning and Teaching in this course

The COMM5713 online Moodle site will provide access to multimedia resources and presentations that can provide you with the tools to examine, explore and discuss your learning with your co-participants and teachers. The online resources will set the scene, framework and context for the topics being examined.

Working collaboratively to address complex challenges requires a range of skills, including the ability to critically reflect on your own role in the system, and to identify how your own leadership might need to shift in order to make progress.

As such, COMM5713 will use a transformational leadership development approach to building the three essential habits of mind for collaboration: (1) asking different questions, (2) taking multiple perspectives, and (3) seeing patterns and systems.

This approach is embedded into the activities and assessments, each of which will require you to explore both system-level dynamics; and your own mindset, habits and learning limits.

In order to maximise the collaborative and experiential nature of this course, a "flipped" learning and teaching approach will be used that will help to support deeper student engagement and outcomes. The "flipped" approach means you do reading and researching independently and use group class time for active and interactive learning. Each topic will include a range of activities that you will complete before and after the topic is offered. Indicative time frames will be provided to support your learning in this way. Extensive use will be made of the course Moodle site.

You have three major resources to help you learn:

1. The **course materials**, comprising the topics with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.
2. Your **course facilitator** who will share knowledge and facilitate class discussion and peer learning.
3. Your **co-participants**, who are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the teacher and your views, represent a great learning opportunity. They bring much valuable insight to the

learning experience.

## 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 log in 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 are designed to initiate thinking and understanding of key themes in social systems and change.

# Assessments

## Assessment Structure

| Assessment Item | Weight | Relevant Dates | Program learning outcomes |
|---|---|---|---|
| Participation Assessment Format: Individual | 20% | Start Date: Commencement of that week's Unit (ie Monday) Due Date: Close of that week's Unit (ie Sunday) | |
| Case Study Assessment Format: Individual Short Extension: Yes (2 days) | 35% | Start Date: Not Applicable Due Date: 23/10/2024 11:30 PM | |
| Diagnosis and practice of conditions of collaboration Assessment Format: Group | 30% | Start Date: Not Applicable Due Date: 20/11/2024 11:30 PM | • PLO2 : Problem Solving • PLO4 : Teamwork • PLO3 : Leadership • PLO5 : Social Engagement |
| Reflection Assessment Format: Individual Short Extension: Yes (2 days) | 15% | Start Date: Not Applicable Due Date: 25/11/2024 11:30 PM | • PLO2 : Problem Solving • PLO4 : Teamwork • PLO3 : Leadership • PLO5 : Social Engagement |

# Assessment Details
## Participation

<u>Assessment Overview</u>

Active participation and interaction with peers is a vital ingredient in learning and is assessed on the student's contributions to discussion and other learning activities. Students will be assessed on the quality of the way in which they incorporate the concepts and theories from the course when expressing their own ideas, experience and opinions, and when responding to comments and contributions from fellow students.

<u>Course Learning Outcomes</u>

- CLO1 : Demonstrate current inter-disciplinary knowledge applicable to local and global contexts
- CLO2 : Apply critical thinking and problem solving skills to diagnose complex problems within collaborative partnerships
- CLO3 : Demonstrate effective communication skills and strategies, verbally and in written format, to advance collaborative partnerships to advance social change and impact.
- CLO4 : Demonstrate effective inter/intra-sectoral collaborative practice to advance social change.
- CLO5 : Demonstrate a strong awareness of, and capacity to, sustain partnerships that build ethical relationships of trust and collaboration

<u>Detailed Assessment Description</u>

Participation marks will be assessed according to your contributions made in the online discussion forums and additionally assessed on the quality not just the quantity of your contributions to the group discussions of the learning activities in the course. This includes the extent to which you contribute to the development of dialogue through building on other participants' ideas, and opening up dialogue through strategic questioning.

You need to incorporate the concepts and theories from the course when expressing your own ideas, experience, and evidenced opinions, and when responding to comments and contributions from your fellow students.

Importantly, global, and cultural competence via careful consideration of the social and cultural implications of social impact knowledge, processes and practices within differing contexts and situations should be demonstrated in your posts and in your interactions with your peers. In this way we develop a learning environment that is supportive, dynamic, and informative.

<u>Assessment Length</u>

150-200 word post; and brief response to at least 2 other posts on a discussion forum.

Please refer to Moodle for more detailed information about the requirements for each Unit.

Assignment submission Turnitin type

Not Applicable

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.

# Case Study

Assessment Overview

Individual case study analysis focusing on sectoral collaboration to address a complex social problem

Course Learning Outcomes

- CLO1 : Demonstrate current inter-disciplinary knowledge applicable to local and global contexts
- CLO2 : Apply critical thinking and problem solving skills to diagnose complex problems within collaborative partnerships
- CLO3 : Demonstrate effective communication skills and strategies, verbally and in written format, to advance collaborative partnerships to advance social change and impact.
- CLO6 : Demonstrate social leadership to support dynamic collaborative practice required for social change.

Detailed Assessment Description

The purpose of this assessment is to demonstrate your understanding and application of the concepts covered in Units 1-4.

You will need to choose a case study which demonstrates **cross-sector collaboration** to address

a **complex social problem**.

The report should include:

- A **brief** outline of the complex social problem that the collaboration is seeking to address.
- The key stakeholders in the collaboration (this may include those currently participating in the collaboration as well as other stakeholders).
- An outline of the **purpose** and **potential impact** of the collaboration.
- The **adaptive and technical challenges** that the collaboration is facing.
- An overview of **what has happened so far**, what has worked and what hasn't.
- An **adaptive diagnosis** of each stakeholder describing values, allegiances, power, losses, etc.
- Analysis of the **dynamics** playing out within the collaboration, including how power and authority are distributed and how they are being used.
- Assessment of the **readiness for change.**
- Assessment of the **holding environment** for the collaboration, including the strengths and weakness of that holding environment. If this is a collective impact initiative, are the pre-conditions in place?
- Development of **multiple hypothesis** of what's required to make progress across the system.
- **Recommendations** regarding strategies for the collaboration to achieve its desired impact.

Assessment Length

3,000 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**

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For more information on Generative AI and permitted use please see here.

# Diagnosis and practice of conditions of collaboration

<u>Assessment Overview</u>

In small groups, students will select an example of a systemic social issue or situation where they think collaborative practice could be used effectively to achieve system change.

<u>Course Learning Outcomes</u>

- CLO1 : Demonstrate current inter-disciplinary knowledge applicable to local and global contexts
- CLO2 : Apply critical thinking and problem solving skills to diagnose complex problems within collaborative partnerships
- CLO3 : Demonstrate effective communication skills and strategies, verbally and in written format, to advance collaborative partnerships to advance social change and impact.
- CLO4 : Demonstrate effective inter/intra-sectoral collaborative practice to advance social change.
- CLO5 : Demonstrate a strong awareness of, and capacity to, sustain partnerships that build ethical relationships of trust and collaboration
- CLO6 : Demonstrate social leadership to support dynamic collaborative practice required for social change.

<u>Detailed Assessment Description</u>

The purpose of this group assessment is to form a group and collectively select a complex social issue where you think collaborative practice *could* be used effectively to achieve system change.

The issue selected should <u>not</u> be one used by group members in Assessment 2.

As a group you will prepare a presentation, which (a) explores the issue itself, including current readiness for collaboration and recommendations about a way forward; and (b) summarises your process and learnings as a group. You will diagnose the situation/issue, and your group's process and learnings, using the appropriate frameworks covered throughout the course.

The presentation should provide an overview of:

- The problem/issue/challenge /opportunity you are seeking to address, including:
  - o Data on the issue itself.
  - o Key stakeholders.
  - o A <u>brief</u> summary of activity currently underway on the issue.
- Why you believe collaboration is an appropriate response to the issue.
- Level of readiness for collaboration, and diagnosis of collaborative dynamics in place.
- Hypotheses on the adaptive and technical challenges (both as they relate to the issue itself, and the potential collaboration).

- Recommendations on the technical and adaptive work required to make progress.
- Reflections on your experience as a group collaborating on the presentation, including:
  - o The process you went through.
  - o The roles you took up.
  - o Learnings about collaboration from the experience of working on the presentation together.

## Assessment Length

30 minutes

## Submission notes

Please post your presentation in the relevant Moodle discussion forum.

## Assignment submission Turnitin type

This is not a Turnitin assignment

## Generative AI Permission Level

**Simple Editing Assistance**

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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.

# Reflection

## Assessment Overview

In this assignment you will reflect on the process of collaboration as a group (for assignment 3) and your personal role and associated impact on the collaboration task.

## Course Learning Outcomes

- CLO3 : Demonstrate effective communication skills and strategies, verbally and in written format, to advance collaborative partnerships to advance social change and impact.
- CLO5 : Demonstrate a strong awareness of, and capacity to, sustain partnerships that build ethical relationships of trust and collaboration
- CLO6 : Demonstrate social leadership to support dynamic collaborative practice required for

social change.

<u>Detailed Assessment Description</u>

Following your group's process of collaboration on Assessment 3, you will need to individual write a reflective report on how your group collaborated and your role within the group. This needs to include:

- A diagnosis of your process in selecting the issue.
- An outline of roles taken up by the group and reflection on your own role/s in creating a learning environment.
- An assessment of the collaborative dynamics.
- Hypotheses on the adaptive and technical challenges you faced.
- Identification of what helped and hindered your collaboration and your role in the key learning for your future collaborative leadership.

<u>Assessment Length</u>

700 words

<u>Assignment submission Turnitin type</u>

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

<u>Generative AI Permission Level</u>

**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 | Module | Topic: Introduction to Collaborate for Social Impact<br>Details:<br>• Weekly readings on Leganto (found on Moodle)<br>• Week 1 welcome webinar (non-compulsory) Thursday 7pm-8pm |
| Week 2 : 16 September - 22 September | Module | Topic: Building the Conditions<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 3 : 23 September - 29 September | Module | Topic: Diagnosing the System Dynamics<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 4 : 30 September - 6 October | Module | Topic: Working with Authority and Power<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 5 : 7 October - 13 October | Module | Topic: Working Politically<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 6 : 14 October - 20 October | Module | Topic: Community Engagement<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 7 : 21 October - 27 October | Module | Topic: Convening the System<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 8 : 28 October - 3 November | Module | Topic: Conflict and Questions<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 9 : 4 November - 10 November | Module | Topic: Shared Purpose<br>Details: Weekly readings on Leganto (found on Moodle) |
| Week 10 : 11 November - 17 November | Module | Topic: Measuring Progress and Impact<br>Details: Weekly readings on Leganto (found on Moodle) |

# Attendance Requirements

Attendance in this course is through participation in the online asynchronous discussion forums. Students are expected to contribute to the discussion on a weekly basis.

Webinar attendance is not compulsory but is strongly encouraged.

# General Schedule Information

The teaching model is fully online. You are encouraged to develop an inquiry-based approach to your learning, with your teacher guiding your learning.

There will be three optional online webinars held across the term. These will provide an opportunity for peer learning and generative discussion. Depending on availability, there may be guest speakers.

# 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. The information about assessments has been refined based on feedback provided in previous years, and the case studies updated.

# Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|------|-------|----------|-------|--------------|-------------------------------------|-----------------|
| Convenor | Lisa Ryan | | | | 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 Plagarism

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

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 submited.

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.