



**UNSW**

## UNSW Course Outline

# COMD5000 NGOs, Civil Society and Development - 2024

Published on the 22 Feb 2024

## General Course Information

**Course Code :** COMD5000

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

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

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** Multimodal

**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

In this course you will critically examine the complex role of civil society and NGOs in development activities and processes, with an emphasis on global development. In this course you will cover theoretical and practical insights concerning the role of civil society and NGOs and

will learn about different types of organisations (such as humanitarian and development; faith-based; campaigning vs. service delivery) and their strategies, activities and approaches. You will explore the interfaces of these organisations and institutions with culture, gender, human rights, Indigenous rights, and dominant ideologies. You will also explore the links between civil society, NGOs and other development actors, as well as their relationship to the sustainable development goals (SDGs) and key global challenges. You will be required to engage actively online, in class, independently and in a group. You will come from any of a range of disciplinary backgrounds and will want to learn how to make a difference in social justice, development and humanitarian settings.

## Course Aims

Analyse the social, economic and contextual changes, and evaluate the theories, that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social purpose organisations.

## Relationship to Other Courses

This course is relevant to Global Development, Masters of Arts, Public Health, Law, Engineering, Environmental Humanities, Education, Social Work and other degrees. It is a key part of the Masters of Development Studies. Also of value to Communications and Journalism, Business and a range of other degrees.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Analyse the social, economic and contextual changes, and evaluate the theories, that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social purpose organisations
CLO2 : Document and critique the challenges and responses affecting civil society and NGO roles in both "developed" and "developing" societies
CLO3 : Based on research, design and communicate a set of strategies and accountabilities that reflect good practice in global development and humanitarian action
CLO4 : Develop the ability to provide advice, drawing upon theory, evidence, and experience, concerning effective activities and roles that civil society and NGOs can play in a range of development settings

Course Learning Outcomes	Assessment Item
CLO1 : Analyse the social, economic and contextual changes, and evaluate the theories, that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social purpose organisations	<ul style="list-style-type: none"><li>• NGO Moodle Posts</li><li>• Reflection Essay</li></ul>
CLO2 : Document and critique the challenges and responses affecting civil society and NGO roles in both "developed" and "developing" societies	<ul style="list-style-type: none"><li>• NGO Moodle Posts</li></ul>
CLO3 : Based on research, design and communicate a set of strategies and accountabilities that reflect good practice in global development and humanitarian action	<ul style="list-style-type: none"><li>• Reflection Essay</li></ul>
CLO4 : Develop the ability to provide advice, drawing upon theory, evidence, and experience, concerning effective activities and roles that civil society and NGOs can play in a range of development settings	<ul style="list-style-type: none"><li>• Group report &amp; presentation</li><li>• Reflection Essay</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Microsoft Teams | Echo 360 | Zoom | Slid.do; Miro

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
NGO Moodle Posts	30%	Start Date: From Week 1 ... Due Date: 15/03/2024 05:00 PM
Group report & presentation	30%	Start Date: Start preparing from week 3. Due Date: Groups will be allocated to present in either Week 7 or Week 9.
Reflection Essay	40%	Due Date: 22/04/2024 11:00 PM Post Date: 06/05/2024 05:00 PM

## Assessment Details

### NGO Moodle Posts

#### Assessment Overview

Two Moodle posts each relevant to course content (400 words each). These Moodle posts are also required to be submitted via Turnitin and are each worth 15%.

#### Course Learning Outcomes

- CLO1 : Analyse the social, economic and contextual changes, and evaluate the theories, that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social purpose organisations
- CLO2 : Document and critique the challenges and responses affecting civil society and NGO roles in both “developed” and “developing” societies

#### Detailed Assessment Description

Two posts to be submitted within first five weeks of the course. More details to be provided in class.

#### Assessment Length

300 words to maximum of 400 words (excluding references)

#### Submission notes

Two posts to be submitted by the end of Week 5.

#### Assessment information

Posts need to be submitted at any time during the first five weeks of the course. I encourage you to submit one post that you have initiated and one post in response to a topic or an issue raised by another person in your class. Get these done early - they are an opportunity to get feedback and stimulate discussion within the class.

In each week there will be an area where these posts can be uploaded. Please also make sure - and this is your responsibility - to upload your post also in Turnitin. This is where it will be formally marked and assessed.

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

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

### **Group report & presentation**

#### **Assessment Overview**

A report by groups of 4-6 students focusing on a specific topic relating to real-time challenges facing a specified NGO. No more than 4000 words (written by whole group) including a two page Executive Summary. Written feedback within 10 working days.

This, along with a presentation to communicate the group findings and insights, is a major group activity. Group members will formally rate the contributions of other group members and marks will be adjusted accordingly.

#### **Course Learning Outcomes**

- CLO4 : Develop the ability to provide advice, drawing upon theory, evidence, and experience, concerning effective activities and roles that civil society and NGOs can play in a range of development settings

#### **Detailed Assessment Description**

Presentations to be allocated to either our first (Week 7) or second (Week 9) extended class. You are expected to attend both of these and provide feedback other course members.

Presentations will take place in the extended classes in Weeks 7 and 9 (both sessions are from 4pm-8pm). Please make sure you are available.

#### **Assessment Length**

Presentation 20 minutes plus 10 for Q&A, handout with research summary, blog and further resources

#### **Submission notes**

Details to be discussed in class and groups allocated to either Week 7 or 9.

#### **Assessment information**

Report and presentation together will contribute 30% of your mark. Your objective here is to inform others in the class and to provide constructive insights and ideas about pressing issues

being debated and considered in relation to civil society, NGOs and development. Insights should be sound, based on research and evidence, informative, meaningful and accessible to all.

This is your opportunity to teach others in the class about something that you have studied in considerable depth. Presentation to be accompanied by a brief two to three page report of what you covered and should include a list of further resources with comments on their value. Lastly a Blog of up to two pages that engages others and incorporates hotlinks to sources and insights should be included.

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

Not Applicable

### **Reflection Essay**

#### **Assessment Overview**

Reflection essay (1500-words) is submitted via Turnitin and covers learning and insights regarding course content and approach to learning by the student. The reflection essay must contain a major component revealing in-depth learning relevant to one major course theme (1000 words of the 1500 word essay). Feedback via Turnitin within 10 working days.

#### **Course Learning Outcomes**

- CLO1 : Analyse the social, economic and contextual changes, and evaluate the theories, that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social purpose organisations
- CLO3 : Based on research, design and communicate a set of strategies and accountabilities that reflect good practice in global development and humanitarian action
- CLO4 : Develop the ability to provide advice, drawing upon theory, evidence, and experience, concerning effective activities and roles that civil society and NGOs can play in a range of development settings

#### **Detailed Assessment Description**

To be discussed in class

#### **Assessment Length**

1250 - 1500 words maximum

#### **Submission notes**

Details to be provided in class and Moodle

#### **Assessment information**

This is an opportunity to engage, in-depth, with a key issue that you have found to be important

and meaningful to you. It must relate to civil society, NGOs and development or some aspect of the issues we have covered. It is an opportunity to do your own in-depth research and to present this and inform the debate.

There might even be opportunities to work up your essay for a blog or short paper; treat it as an opportunity for you to go more deeply into an issue of significance and importance to you.

#### Assignment submission Turnitin type

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

## **General Assessment Information**

Additional details to be discussed in class.

#### Grading Basis

Standard

#### Requirements to pass course

Combined mark above 50%.

Note the Group presentation and report will be assessed on the assumption that all group members have participated actively. However, all members of the group will be required to submit a peer assessment of their own and the contributiono of each group member. Those who have contributed substantially above that of others will be awarded bonus marks; those who have failed to contribute will be penalised by losing marks. Non-participation in the group project will lead to 0 for that assignment.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	Orientation, Introduction to course, participants and objectives. Overview of course structure, activities, reading and assignments. Role of Moodle in course; role of groupwork activities. What is global development? What are the current challenges? Where does civil society and the NGO sector fit in? What are the challenges facing civil society and NGOs in specific settings? What do you want to get out of the course... each of you to list three key areas about which you wish to learn more... Initial discussion about group project ideas.
Week 2 : 19 February - 25 February	Seminar	Mini-lecture and discussion: civil society and NGOs in development. Concepts, trends, definitions, typology...
	Assessment	Submit first Moodle contribution drawing on readings, class discussion, other materials - by end of second week of course. This can pick up on any course materials and/or preparatory work undertaken to date in class or online.
Week 3 : 26 February - 3 March	Seminar	Mini-lecture and discussion. Positioning NGOs and civil society organisations. "Organisational footprints" -what would you want to know about a given organisation? White saviours
	Project	Q&A re priorities and concerns. Allocation to groups for groupwork project. Refining topics and starting to work together...
Week 4 : 4 March - 10 March	Seminar	Complex emergencies, disasters, development. Case study discussion based around prior film screening and careful note-taking.
	Online Activity	View film re MSF in West Africa. Prepare notes, do reading, come to seminar ready to discuss interface between shorter and longer term engagements; complex emergencies and development.
Week 5 : 11 March - 17 March	Seminar	1) How organisations learn...; Building capacity and capabilities... 2) NGOs, civil society and human rights
	Assessment	Submit second Moodle contribution relevant to course content by See and respond to earlier online discussions.
Week 6 : 18 March - 24 March	Reading	Flexibility / reading week during which group presentations and other assignments can be progressed.
Week 7 : 25 March - 31 March	Presentation	Week 7 and Week 9 will be mini-intensives from 4pm-8pm to allow for group presentations and cross-class learning.
Week 8 : 1 April - 7 April	Seminar	Setting standards, accreditation, regulation, and lesson learning Mini-lecture and discussion re ACFID and its role and code of conduct See Moodle for preparatory work.
Week 9 : 8 April - 14 April	Presentation	This is our second Presentation class; you are expected to be available from 4pm-8pm. Groups will present the issues they have been researching and will take responsibility for engaging the class around the work they have done... [we might - if agreed] schedule some presentations to the week before or the week later if related to the topics in hand... The two mini-intensives (Week 7 and Week 9) provide time to bring the two classes together, to share a meal (we'll each bring a dish), and learn from each other.
	Assessment	Present your project and report as allocated (Weeks 7 or 9). All group members receive same mark but group members will peer review each other and those who contribute exceptionally will get a bonus while those who under-perform will be penalised. So... make a point of working well together from the outset!
Week 10 : 15 April - 21 April	Seminar	Final wrap up seminar and feedback on presentations and cross-class learning.
Week 11 : 22 April - 28 April	Assessment	Submit your Reflective in-depth essay in the week after our course. This counts 40% of your final mark and is an opportunity to share your in-

		depth research and knowledge of your chosen area of focus.
--	--	--

## Attendance Requirements

All class participants are required to attend the two intensive classes on from 4-8pm. Please make sure you are free and available for that entire time as this will be one key opportunity to hear from your colleagues about their research and group projects. This is an important opportunity to meet together and also hear from colleagues in the field. The mini-intensives may be accompanied by a short guest presentation who will also be involved in assessing the presentations.

## General Schedule Information

Weekly 2 hour class.

Week 6 is flexibility week in advance of presentations which take place in Week 7 and Week 9. In those weeks classes will be four hours from 4pm-8pm to enable insights between the two COMD5000 classes to be shared.

## Course Resources

### Prescribed Resources

#### Prescribed Resources

This Course draws on a wide range of resources and you are encouraged to become familiar with and explore them. These range from formal texts to peer-reviewed articles to organisational reports and evaluations to blogs and other forms of media. The main site for identifying relevant materials is via Moodle and Leganto using the course Moodle page. I will do my best to direct you to a smaller number of must read items but will also be highlighting a wide range of other materials, including podcasts and films. I expect that you will engage with this and find the sorts of materials that will help you learn - for each person this is likely to be different.

I like listening to podcasts and viewing films and video or streaming audiobooks - hopefully you do too! If not there's more than enough to read and think about. I'm expecting you will share your insights and viewpoints with each other - I know there is a lot of experience and different perspectives within our class.

Each week I expect you to read the key assigned reading(s) – whether this be one, two or

occasionally three items. These have been carefully chosen and your learning will be enhanced by undertaking your own work. In addition, I will provide additional suggestions and recommendations for those keen to do a little more reading, thinking and researching. These will be of substantial additional benefit to developing your understanding.

You are expected to have done the key reading prior to our seminars: these will build on the readings while opening out areas for discussion and exploration. Please come prepared as this then will be of benefit not only to you but also to other members of the class and your tutorial group. I encourage you also to share your insights, concerns and questions in Moodle... this is a safe space for raising questions and clarifying issues. Help each other out and learn together!

If you want one or two general key texts, these will be useful to you, but they are not essential to purchase. From time to time I will recommend particular chapters and these are certainly of value to your studies. Please check out other recommendations below and in Moodle/Leganto where I have uploaded lots of materials with some indication of why you might look them over...

- 1) Currie-Alder B, R Kanbur, D M Malone and R Medhora (Eds. 2014) [International Development: Ideas, Experience, and Prospects](#) [First Edition]; Oxford University Press/Oxford Scholarship Online via UNSW library - see Leganto.
- 2) The [Routledge Handbook of International Development](#) (Eds Sims et al, 2022): 'This Handbook provides a comprehensive analysis of some of the world's most pressing global development challenges - including how they may be better understood and addressed through innovative practices and approaches to learning and teaching. Featuring 60 contributions from leading academics and practitioners, the handbook demonstrates that global development challenges are to be found in the global "North" as much as the "South" '. See Leganto.
- 3) The [Oxford handbook of Civil Society](#) (Ed. Edwards M, 2011). "In the past two decades, "civil society" has become a central organizing concept in the social sciences. Occupying the middle ground between the state and private life, the civil sphere encompasses everything from associations to protests to church groups to nongovernmental organizations. Interest in the topic exploded with the decline of statism in the 1980s and 1990s, and many of our current debates about politics and social policy are informed by the renewed focus on civil society. Broadly speaking, The Oxford Handbook of Civil Society views the topic through three prisms: as a part of society (voluntary associations), as a kind of society (marked out by certain social norms), and as a space for citizen action and engagement (the public square or sphere). It does not focus solely on the West (a failing of much of the literature to date), but looks at civil society

in both the developed and developing worlds. Throughout, it merges theory, practice, and empirical research."

Key resources are listed and identified in relation to specific sessions and seminars. However, there is a wealth of material available and I encourage you to dip into the wide range of resources available - get to know what's available in some key textbooks, from some key authors, and from general and focused texts. Specified readings are set out in the Leganto site where there are links to the key readings for each seminar and our Moodle site provides a place to discuss your observations and insights.

Australian Council for International Development (ACFID): <https://acfid.asn.au/>

## Recommended Resources

### Recommended Additional Resources

Here I have listed a wide range of additional resources and materials that you might find of interest. These may help you clarify issues or give you an opportunity to play with data or share your understanding. You are not expected to read all of this or download everything – they are here for your interest, your learning, and your consideration. I hope that those of you venture into these spaces will enjoy them. I will also provide a space on Moodle where you can share resources you have come across that you have found helpful. Offer a brief comment so your classmates know what you think is interesting or useful in relation to this material. Invite comments and engage with each other...

### Online Blogs/Podcasts:

Most blogs are informal opinion editorials, written quickly and often without substantial supporting evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those of you who want something to listen to [great when on public transport] or watch instead of just reading:

Development Policy Centre: <https://devpolicy.crawford.anu.edu.au/>

The Guardian's Global Development blog: <http://www.theguardian.com/global-development>

Devex Blog: <https://www.devex.com/news>

Duncan Green's Oxfam blog, 'From Poverty to Power', <http://www.oxfamblogs.org/fp2p/>

Overseas Development Institute (ODI)'s blog: <http://www.odi.org/opinion>

<http://developmentdrums.org/> - a podcast about development

Center for Global Development Policy Blogs: <http://www.cgdev.org/section/opinions/blogs> World

Bank Blog on Development Impacts: <http://blogs.worldbank.org/impactevaluations/> 'Africa Can End Poverty' – World Bank: <http://blogs.worldbank.org/africacan/>

IMFdirect; International Monetary Funds' Global economy forum: <http://blog-imfdirect.imf.org/>

Relevant journals available through the UNSW library:

Development and Change

Development in Practice

Development Policy Review

Disasters

European Journal of Development Research

Gender and Development

Global Governance

International Organization

Journal of Development Studies

Journal of Human Development

Journal of International Development

Journal of Peasant Studies

Journal of Peacebuilding and Development

Oxford Development Studies

Progress in Development Studies

Third World Quarterly

World Development

There are many others – if you find one you really like then sign up to receive regularly their Table of Content alerts – they will email you when new articles are published; these might be of interest to you.

Key Development Data Sources [great places to hang out]:

Research for Development Impact Network (RDI): <https://rdinetwork.org.au/>

GapMinder: <http://www.gapminder.org/> - Hans Rosling's amazing world of visualized development and global health data [great videos, but also great data; he died a few years ago – see what they wrote about him: <https://www.theguardian.com/global-development/2017/feb/07/hans-rosling-obituary>

The Economist – Big Mac Index: <http://www.economist.com/content/big-mac-index>

Sustainable Development Goals: <http://unstats.un.org/sdgs/>

World Bank Data: <http://data.worldbank.org/>; a one-stop guide to all kinds of country-level information. You can also look at online sites such as those from the BBC or Guardian to get good country-context and data.

World Bank's World Development Reports <http://go.worldbank.org/LOTTGBE9IO>: influential, agenda-setting annual publication, focused on a single issue each year.

UNDP's Human Development Reports (<http://hdr.undp.org/en/>): Annual publication on the state of social /economic development in the world. Excellent data visualization tools

World Income Inequality Database by the United Nation's University: <https://www.wider.unu.edu/project/wiid-world-income-inequality-database>

AidData – open data for international development: <http://www.aiddata.org>

Oxford Poverty & Human Development Initiative (OPHI)'s Multidimensional Poverty Index: <http://www.ophi.org.uk/multidimensional-poverty-index/>; a new development index developed by the

Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports

General Data Portals:

SDG monitoring data: <https://www.sdgashboard.org/>

OECD: <http://www.oecd.org/gender/data/>

World Bank: <http://datatopics.worldbank.org/gender/>

MEDecon: <https://sites.google.com/site/medecon/development-economics/devecondata>

- website links to a variety of datasets for empirical development economists, most of which are freely accessible; great website to explore and learn if you are into data

UNDP's Millennium Development Goals Monitor: <http://www.mdgmonitor.org>

IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>

Organization for Economic Cooperation and Development: <http://www.oecd.org>; good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues. Also check out their Development Assistance Committee (DAC) reports and data on aid flows and trends.

Vision of Humanity Global Peace Index; a new way to look at development; <http://www.visionofhumanity.org/#/page/indexes/global-peace-index>

You will also benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library": You can sign up for Table of Contents (TOC) alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

I have a twitter account that I use for drawing attention to relevant development debates, podcasts, book reviews and publications. Sometimes I offer my own opinions. [I rarely describe what I had for breakfast...] If you are on twitter, follow <https://twitter.com/HEARDatUNSW> - also hashtags #DevStuds #GlobalDev #ARTS1750 #COMD5000 #COMD5001 #COMD5002.

There are also numerous valuable twitter lists on @HEARDatUNSW related to development, human rights, humanitarian policy and related issues - check them out. Twitter can be a useful source of up-to-date debates, critiques, resources, jobs and opportunities [and yes, a lot of not so useful stuff too :-( - so be selective and don't waste time!].

Resources on writing well:

Strunk, William and E. B. White, The Elements of Style (any edition!)

Leftwich, Adrian. 2004. Writing Essays: Some Guidance. <http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf>

Carroll, David L. 2000. A Manual of Writer's Tricks. Da Capo Press; 2nd edition

Provost, Gary. 1980. Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction. Writer's Digest Books; 1st edition.

UNSW's Learning Centre (<http://www.lc.unsw.edu.au/olib.html>) – use them, they have great resources! This is for everybody as you can have them help you make it to the next level.

## Course Evaluation and Development

We take student feedback seriously and have continued to adapt the course accordingly.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Anthony Zwilich		Room 120, First Floor, Morven Brown Bldg	6.10424E +11	Please email to arrange a time to discuss; place course code and issue in subject heading.	Yes	Yes

# Other Useful Information

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## **Use of AI for assessments**

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

## Submission of Assessment Tasks

### Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

### Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

### School Contact Information

#### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

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

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>

---