



UNSW Course Outline

COMM5706 Design for Social Innovation - 2024

Published on the 13 May 2024

General Course Information

Course Code : COMM5706

Year : 2024

Term : Term 2

Teaching Period : T2

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

Social innovation can be developed in almost any context. It is often a response to an identified problem, issue or opportunity. One of the most challenging aspects of developing and delivering social innovation is identifying the essence of what needs to be addressed, as the problems can

be wicked in nature. Design thinking and methods offer a broad set of tools that facilitate a multi-disciplined approach to solving problems and innovating, taking a whole systems (rather than a silo) approach to offer different perspectives to traditional business tools. Design for Social Innovation offers participants the opportunity to learn and apply design tools and methods to real projects.

Design for Social Innovation is an elective subject for the Graduate Certificate in Social Impact and other post-experience programs. It provides an overview and introduction to the role and application of design methods in social innovation and social enterprise. This course will provide the knowledge and tools necessary to understand and apply design thinking principles at a project or organisational level.

Course Aims

This course aims to develop students' understanding of design methods and their practice and application in the context of social innovation. Students will learn to identify applications for using design methods through case study and individual investigation of organisational, social innovation and social service provision questions.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe the complex nature of social issues/problems.
CLO2 : Identify and apply tools and methods that can assist in the application of design thinking in governance, operational, development and delivery contexts, within the area of social innovation.
CLO3 : Identify scenarios for which a design thinking approach would be useful, within a social innovation context.
CLO4 : Engage in current scholarly research and writing within the fields of design thinking and social innovation.
CLO5 : Communicate about design thinking and social innovation verbally and in written format.
CLO6 : Demonstrate an ability to apply design thinking for problem solving in a social innovation context.
CLO7 : Apply design methods to develop implementation strategies for social innovation.

Course Learning Outcomes	Assessment Item
CLO1 : Describe the complex nature of social issues/problems.	<ul style="list-style-type: none">• Participation• Implementing and Evaluating Design Strategies
CLO2 : Identify and apply tools and methods that can assist in the application of design thinking in governance, operational, development and delivery contexts, within the area of social innovation.	<ul style="list-style-type: none">• Designing for Disruptive Social Impact• Participation
CLO3 : Identify scenarios for which a design thinking approach would be useful, within a social innovation context.	<ul style="list-style-type: none">• Designing for Disruptive Social Impact
CLO4 : Engage in current scholarly research and writing within the fields of design thinking and social innovation.	<ul style="list-style-type: none">• Implementing and Evaluating Design Strategies• Designing for Disruptive Social Impact
CLO5 : Communicate about design thinking and social innovation verbally and in written format.	<ul style="list-style-type: none">• Implementing and Evaluating Design Strategies• Designing for Disruptive Social Impact
CLO6 : Demonstrate an ability to apply design thinking for problem solving in a social innovation context.	<ul style="list-style-type: none">• Implementing and Evaluating Design Strategies
CLO7 : Apply design methods to develop implementation strategies for social innovation.	<ul style="list-style-type: none">• Implementing and Evaluating Design Strategies

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

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 Unit (topic) will include a range of activities that you will complete before and after the Unit is offered. You have three major resources to help you learn:

1. The course materials, comprising readings, references, insights and commentary for each Unit. You will do much of your learning outside the classroom by working through the course materials, and by completing the activities.
2. Your facilitator, whose role is to guide your learning by conducting class discussions, answering questions that might arise after you have done the week's work, providing insights from practical experience and understanding of theory, providing you with feedback on your Assessments, and directing discussions that will occur between you and your co-participants.
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 facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning.

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
Participation Assessment Format: Individual	30%	
Designing for Disruptive Social Impact Assessment Format: Individual Short Extension: Yes (2 days)	35%	Due Date: 30/06/2024 11:59 PM
Implementing and Evaluating Design Strategies Assessment Format: Individual Short Extension: Yes (2 days)	35%	Start Date: Not Applicable Due Date: 11/08/2024 11:59 PM

Assessment Details

Participation

Assessment Overview

Student participation and engagement in the activities at the face to face workshops

Course Learning Outcomes

- CLO1 : Describe the complex nature of social issues/problems.
- CLO2 : Identify and apply tools and methods that can assist in the application of design thinking in governance, operational, development and delivery contexts, within the area of social innovation.

Designing for Disruptive Social Impact

Assessment Overview

You are tasked with crafting a strategic design proposal that seeks to 'disrupt' the existing mission or purpose of your organisation, specifically focusing on enhancing its social impact.

Course Learning Outcomes

- CLO2 : Identify and apply tools and methods that can assist in the application of design thinking in governance, operational, development and delivery contexts, within the area of social innovation.
- CLO3 : Identify scenarios for which a design thinking approach would be useful, within a social innovation context.
- CLO4 : Engage in current scholarly research and writing within the fields of design thinking and social innovation.
- CLO5 : Communicate about design thinking and social innovation verbally and in written format.

Detailed Assessment Description

Task Summary

You are tasked with crafting a strategic design proposal that seeks to 'disrupt' the existing mission or purpose of your organisation, specifically focusing on enhancing its social impact.

NB: This must be an actual organization not a fictional one. If you don't have work experience, you will need to identify an organization that you are interested in and using publicly available documentation present your brief.

This assessment also sets the groundwork for Assessment 3.

Task Details

You are to develop a Strategic Design Proposal that articulates a novel approach to amplify your organisation's social impact. This proposal should clearly:

- Design Challenge: Demonstrate your understanding of the challenge and the need for disruption within your organisation.
- Contextualise: Provide an overview of your organisation's current landscape and the specific social impact area you are addressing.
- Define Value: Describe the social value you aim to generate through this proposal.
- Strategic Principles: Outline the design theory that will guide your approach.
- Framework: Detail your chosen design framework
- Methods: Specify the methods and activities you intend to employ.
- Rationale: Explain the reasoning behind your approach.

Format Guide

The format isn't formal and you should use diagrams, pictures and text to demonstrate your design strategy and understanding of design concepts as they relate to your context.

This should reflect the nature of the assessment asking for you to respond to a strategic design brief where you are 'pitching' your idea to your organisation.

Assessment Length

1500

Assessment information

Use of AI

Generative AI can be used as a tool to support your research. Where AI is used within the assessment this needs to be referenced.

AI is not to be used as a means to write or create content for your assessment beyond diagrams or images. In cases where AI has been used to create diagrams or images this should be referenced, and the prompts used included (appendix or reference).

The use of translation software is not to be used.

Assignment submission Turnitin type

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

Implementing and Evaluating Design Strategies

Assessment Overview

Building on the foundational work from Assessment Two, this assessment challenges you to bring your proposed design strategy to life.

Through a series of focused stages, you will demonstrate a comprehensive understanding of the design process from intent through to prototyping. This will test your ability to apply diverse design methods effectively within a real-world context.

Course Learning Outcomes

- CLO1 : Describe the complex nature of social issues/problems.
- CLO4 : Engage in current scholarly research and writing within the fields of design thinking and social innovation.
- CLO5 : Communicate about design thinking and social innovation verbally and in written format.
- CLO6 : Demonstrate an ability to apply design thinking for problem solving in a social innovation context.
- CLO7 : Apply design methods to develop implementation strategies for social innovation.

Detailed Assessment Description

Task Summary

Building on the foundational work from assessment two, this assessment challenges you to bring your proposed design strategy to life.

Through a series of focused stages, you will demonstrate a comprehensive understanding of the design process from intent through to prototyping. This will test your ability to apply diverse design methods effectively within a real-world context.

Leveraging the organisation selected in Assessment Two, you will navigate through several pivotal stages of the design process. This includes:

1. Clarifying the project's intent.
2. Conducting design-led research.
3. Designing an ideation workshops.
4. Generating prototypes for feedback.

Your submission will provide an insightful overview of your process, highlighting key lessons and insights that influenced your strategic and creative decisions.

Task Details

Use this section to guide you through your report.

Intent

Begin by reaffirming the project's purpose. This involves gaining a deeper understanding of the project's goals, scope, key stakeholders, and success features.

Develop a clear intent statement that encapsulates:

- The issue at hand
- Key stakeholders involved
- The case for change and barriers to change
- Strategic shifts needed
- Vision of success and metrics for evaluation

Conclude this section with a guiding "How Might We" statement to steer the project forward.

Design-led Research

Showcase your grasp of design-led research by:

1. Defining Research Approach: Outline your chosen research methodology, aims, and key questions. Provide rationale for your approach.
2. Synthesising Information: Use both organisational and external sources to present a nuanced understanding of the problem/solution space. Highlight how this research informs the subsequent stages of the design process.

Ideation Workshop

Create an agenda for a one-day design ideation workshop, ensuring it demonstrates thoughtful planning and a logical sequence of activities that align with the project's objectives.

Describe one activity, focusing on its purpose and how it contributes to the workshop's goals.

Prototyping

Identify two or three ideas that could be developed into a low fidelity prototype.

- Outline: Describe the 2 – 3 idea and selected one for prototyping with a rational.
- Develop Low Fidelity Prototype: Build a prototype of your chosen idea. Provide photos, diagrams and other images and a description of the prototype.
- Describe how people would interact with the prototype.
- Outline how you would tests this and what information you would be looking for.

Assessment Length

1750

Assessment information

Use of AI

Generative AI can be used as a tool to support your research. Where AI is used within the assessment this needs to be referenced.

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The use of translation software is not to be used.

Assignment submission Turnitin type

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

General Assessment Information

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

The use of Generative AI tools for your assessments

You can use generative AI software in this assessment to the extent specified in the assessment

instructions. Any output of generative software within your assessment must be attributed with full referencing.

If the outputs of generative AI such as ChatGPT form part of your submission and is not appropriately attributed, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

* To cite: OpenAI (Year Accessed). ChatGPT. OpenAI. <https://openai.com/models/chatgpt/>

* Please note that the outputs from these tools are not always accurate, appropriate, nor properly referenced. You should ensure that you have moderated and critically evaluated the outputs from generative AI tools such as ChatGPT before submission.

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 : 27 May - 2 June	Module	Introduction to Design & Innovation Explore design and innovation and what this means in the context of social impact. Online webinar
Week 2 : 3 June - 9 June	Module	Design-led Research The role of research in the field of designing for social innovation.
Week 3 : 10 June - 16 June	Module	Design Models & Frameworks Provides an overview of the different models and frameworks support designing for social impact.
Week 4 : 17 June - 23 June	Intensive	Design Practices 1 Explore and develop design practices through case studies, activities, group work, experiments and sharing personal experiences.
Week 5 : 24 June - 30 June	Module	Complexity & Systems Thinking How can design practices help in a complex interconnected world.
Week 6 : 1 July - 7 July	Module	Designing Business Models How business models can be re-designed for social impact
Week 7 : 8 July - 14 July	Module	Social Labs Designing experiments for transitions
Week 8 : 15 July - 21 July	Intensive	Design Practice 2 Exploring design through case studies, experiments, workshops and shared experiences.
Week 9 : 22 July - 28 July	Module	Embedding Social Innovation Reflecting on your design journey
Week 10 : 29 July - 4 August	Module	Completing your Final Assessments

Attendance Requirements

Attendance for the in person workshops is essential. Due to the nature of activities and conversations virtual attendance will not be appropriate nor will recordings be possible.

In Person Workshops 9am-5pm

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.

Based on feedback received in 2023 all modules have been refreshed and updated.

Assessments have been updated to improve the alignment between course resources and concepts.

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 [key policies and support page](#).

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

STUDENT LEARNING OUTCOMES

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

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

Academic Honesty and Plagiarism

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

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

Submission of Assessment Tasks

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

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

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

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a

- supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
 4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
 5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
 6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
 7. Special consideration requests do not allow the awarding of additional marks to students.

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

LATE SUBMISSION PENALTIES

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

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

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with

feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

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

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

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

COURSE EVALUATION AND DEVELOPMENT

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

QUALITY ASSURANCE

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

TEACHING TIMES AND LOCATIONS

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