COMM5902 Leadership for Social Impact (F2F) - 2024

Published on the 06 Feb 2024

General Course Information

Course Code : COMM5902
Year : 2024
Term : Term 1
Teaching Period : T1
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

<u>Useful Links</u>

<u>Handbook</u> <u>Class Timetable</u>

Course Details & Outcomes

Course Description

Leadership for Social Impact is designed for a new generation of leaders

- Those who seek a leadership career in social enterprises, and those already in the sector who

wish to enhance their professional capacity to create social and environmental value through leadership of third sector/not-for-profit organisations

- Those who aspire to hold executive positions in companies which are committed to maximizing social benefit and meeting corporate responsibilities through their products and practices
- Those who wish to become senior public administrators working with community groups, or public service executives with a responsibility for developing the public policy framework; and
- Those individuals and foundations that seek to ensure that their social investment is applied to greatest social impact.

The course provides students with an introduction to the challenges and opportunities of leading organisations with the purpose of improving social outcomes. The course will examine the following areas: current challenges in achieving social benefit; leadership in the social economy; challenges and opportunities of leadership during a time of inflexion; a model of leadership centred on identifying adaptive challenges for leaders; intervention of leaders and practices for more effective and positive social outcomes; new forms of organising designed to address breakdowns in the social economy; governance systems and demands; diagnosis of leadership challenges.

Course Aims

Leadership for Social Impact (LSI) will help you understand how leadership and people management practices can enhance the success and sustainability of organisations, whether large or small. The aim of the course is to foster the development of the analytical and practical competencies needed to enhance your own leadership practices. For CSI students, this course complements your understanding of the third sector developed in STRE 5701 Social Impact: Entrepreneurs and Social Innovation. For other postgraduate students, this course will provide you with a foundation in leadership and people management principles, and an understanding of leadership for positive change, that can be extended and developed in other courses.

Relationship to Other Courses

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Become familiar with new ways of thinking about social organisations and the contexts within which they operate, and how this impacts on the ways we lead and manage people and other organisational stakeholders;
CLO2 : Describe the various perspectives on leadership and how they apply to third sector organisations;
CLO3 : Recognise the possibilities and challenges in third sector leadership;
CLO4 : Outline the approaches to people management that are best suited to third sector organisations;
CLO5 : Recognise and apply skills integral to third sector leadership and collaborative practice;
CLO6 : Communicate ideas in a clear and succinct manner;

Course Learning Outcomes	Assessment Item
CLO1 : Become familiar with new ways of thinking about social organisations and the contexts within which they operate, and how this impacts on the ways we lead and manage people and other organisational stakeholders;	• Participation (F2F) • Social Impact Leader presentation • Organisational Leadership Profile • Personal action plan
CLO2 : Describe the various perspectives on leadership and how they apply to third sector organisations;	• Participation (F2F) • Social Impact Leader presentation • Organisational Leadership Profile • Personal action plan
CLO3 : Recognise the possibilities and challenges in third sector leadership;	• Participation (F2F) • Organisational Leadership Profile • Personal action plan
CLO4 : Outline the approaches to people management that are best suited to third sector organisations;	• Participation (F2F) • Organisational Leadership Profile
CLO5 : Recognise and apply skills integral to third sector leadership and collaborative practice;	• Personal action plan • Participation (F2F) • Organisational Leadership Profile
CLO6 : Communicate ideas in a clear and succinct manner;	• Participation (F2F) • Organisational Leadership Profile

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

Approach to learning and teaching in the course:

You are encouraged to develop an inquiry-based approach to your learning and will be supported in this throughout the course by a clear teaching strategy. The teaching model in COMM5902 relies on in-person classes and active learning. The COMM5902 Moodle site will provide access to multi-media resources that can provide you with the tools to examine, explore and discuss your learning in-class with your co-participants and teachers. The online resources will set the scene, framework and context for the topics being examined.

Learning activities and teaching strategies:

In order to maximise the collaborative and experiential nature of this course, a flipped learning and constructivist teaching approach will be used that will help to support deeper student engagement and outcomes in the classes. Each unit will include a range of activities that you will complete. Indicative time frames will be provided to support your learning in this way. 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. Your classes are in-person and on campus.
2. Your facilitator's role is to guide your learning by conducting class discussions, answering questions that might arise during classes, 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. Your co-participants 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 login and may be required to enter your UNSW zID and zPass in order to access the library site.

Required readings consist of core texts and their applications. Readings are chosen to provide both theoretical foundation and to illuminate their meaning and usage in professional contexts.

The readings are not to be studied in detail but designed to initiate thinking and understanding of key themes in social systems and change.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Participation (F2F) Assessment Format: Individual	15%	Start Date: Not Applicable Due Date: Not Applicable
Social Impact Leader presentation Assessment Format: Individual	15%	Due Date: 14/03/2024 11:59 PM
Organisational Leadership Profile Assessment Format: Individual	30%	Due Date: 07/04/2024 10:59 PM
Personal action plan Assessment Format: Individual	40%	Due Date: 21/04/2024 11:59 PM

Assessment Details

Participation (F2F)

Assessment Overview

Active and engaged participation in activities and discussions at both weekend intensives.

Course Learning Outcomes

- CLO1 : Become familiar with new ways of thinking about social organisations and the contexts within which they operate, and how this impacts on the ways we lead and manage people and other organisational stakeholders;
- CLO2 : Describe the various perspectives on leadership and how they apply to third sector organisations;
- CLO3 : Recognise the possibilities and challenges in third sector leadership;
- CLO4 : Outline the approaches to people management that are best suited to third sector organisations;
- CLO5 : Recognise and apply skills integral to third sector leadership and collaborative practice;
- CLO6 : Communicate ideas in a clear and succinct manner;

Detailed Assessment Description

Engagement with course content, reflection activities and with other students over the duration of the course will contribute towards participation.

Attendance across both weekends is essential to participation as there will be no online/hybrid attendance.

This is not a Turnitin assignment

Social Impact Leader presentation

Assessment Overview

Across the weekend of the first intensive, each student will make a short presentation profiling a social impact leader.

Course Learning Outcomes

- CLO1 : Become familiar with new ways of thinking about social organisations and the contexts within which they operate, and how this impacts on the ways we lead and manage people and other organisational stakeholders;
- CLO2 : Describe the various perspectives on leadership and how they apply to third sector organisations;

Detailed Assessment Description

Your presentation will be a short 5min presentation which you will deliver in class on the weekend. You will need to prepare and submit your presentation deck ahead of time (Thursday 14 March).

- 5min individual presentation on weekend 16/17 March
- The format will be either PowerPoint or equivalent.
- Submit presentation deck on Thursday 14 March - 5 slides. Include notes (if you use them) and references (not included in slide count).

You are to choose a social impact leader from BBC 100 Women 2023 a list of 100 inspiring and influential women from around the world. People on this list have been chosen across these categories:

- Climate
- Culture & Education
- Entertainment & Sport
- Politics & Advocacy
- Science, Health & Tech

As a guide your **in-class presentation** should cover off these areas:

- Reason for choosing this leader
- Qualities and attributes
- Background story & narrative
- Examples of their leadership & impact

Don't feel you need to take these as headings, they only need to be covered in your presentation.

You will be assessed on:

- Engagement - the presentation (design & structure) and delivery
- Familiarity - knowledge of the leader
- Reflections - insights related to leadership for social impact.
- Application - how might we apply lessons from this leader in our own practice

Being a short 5min presentation the above criteria will be applied based on what can be expected to be covered within 5min.

Assessment Length

5 slides

Assignment submission Turnitin type

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

Organisational Leadership Profile

Assessment Overview

Drawing upon the principles of Leadership for Social Impact, critically analyse your organisation or team's current state with regard to social impact challenges and opportunities.

Course Learning Outcomes

- CLO1 : Become familiar with new ways of thinking about social organisations and the contexts within which they operate, and how this impacts on the ways we lead and manage people and other organisational stakeholders;
- CLO2 : Describe the various perspectives on leadership and how they apply to third sector organisations;
- CLO3 : Recognise the possibilities and challenges in third sector leadership;
- CLO4 : Outline the approaches to people management that are best suited to third sector organisations;
- CLO5 : Recognise and apply skills integral to third sector leadership and collaborative practice;
- CLO6 : Communicate ideas in a clear and succinct manner;

Detailed Assessment Description

Drawing upon the principles of Leadership for Social Impact, critically analyse your organisation or team's current state with regard to social impact challenges and opportunities. Provide a comprehensive assessment of the key social impact issues, considering both internal and external factors, identifying and discussing the potential barriers and enablers to achieving the

intended impact.

Furthermore, articulate the conditions that must be in place to successfully address these challenges and leverage opportunities for maximum social impact. Consider the role of leadership, organisational culture, stakeholder engagement, and any necessary systemic changes. Support your arguments with relevant theories, frameworks, and real-world examples.

Lastly, propose a strategy outlining specific actions and interventions that can be implemented to create the necessary conditions for achieving the intended social impact. Discuss potential risks and trade-offs associated with your proposed strategies and articulate how you would measure and evaluate the success of these interventions over time

Assessment Length

1500

Assignment submission Turnitin type

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

Personal action plan

Assessment Overview

Written personal action plan to deliver social impact

Course Learning Outcomes

- CLO1 : Become familiar with new ways of thinking about social organisations and the contexts within which they operate, and how this impacts on the ways we lead and manage people and other organisational stakeholders;
- CLO2 : Describe the various perspectives on leadership and how they apply to third sector organisations;
- CLO3 : Recognise the possibilities and challenges in third sector leadership;
- CLO5 : Recognise and apply skills integral to third sector leadership and collaborative practice;

Detailed Assessment Description

Develop a personal action plan for your 'study partner' based on your 1:1 conversations, reflections, readings and activities helping them achieve their social impact goals.

Approach this as if you were coaching them to continue to develop their leadership impact leadership:

- What would you want to reflect back to them

- What is the area of impact that they are focused on
- What types of challenges are they facing
- What are the areas of strengths that can leverage
- What are some developmental areas the can focus on
- What activities can you suggest they follow & how might they track their progress

Complete this assessment through:

1. Prepare a formal assessment of the leadership for social impact opportunity.
   - Outline the social impact area that the individual is working towards.
   - Describe the areas for development providing a rational for these.
2. Create a personal action plan
   - That outilnes the steps to achieve the objectives
   - That allows the individual to clearly follow and track their progress towards their goals
3. Create one activity (method cards) that help encourage reflective practice aligned to the individuals goals

Assessment Length

1500 words

Assignment submission Turnitin type

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

General Assessment Information

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 in the Assessment Handbook. 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 : 12 February - 18 February	Topic	What does 'leadership for social impact' mean. Why and how might we study and understand leadership? Is there an 'ideal' model or practice of leadership? What, if any, is the difference between leadership, leader and follower? Does leadership really matter that much? If we achieve the 'ends' how much does the 'means' matter? In this first unit we will explore some different philosophies and models of leadership and what role it play in contributing towards social impact and value.
Week 2 : 19 February - 25 February	Topic	Morals, Ethics & Values The interplay between morals, ethics and values creates challenging leadership dynamics that individuals, groups, organisations and institutions need to navigate. How does leadership navigate these when there will always be a diversity of views? How does one determine what is an isn't right? In unit 2 we will unpack moral, ethical and values that shape our social challenges and the types of conditions that need to be created to successfully navigate these.
Week 3 : 26 February - 3 March	Topic	Models of Leadership 1 Trait theory, adaptive, transformational, transactional, situational, collective, disruptive, authentic and system leadership are just a few of the many different leadership models that have been developed. In unit 3 & 4 we will look more closely at why do we have/need so many different models to describe leadership? How models help and hinder our leadership practices.
Week 4 : 4 March - 10 March	Topic	Models of Leadership 2 Trait theory, adaptive, transformational, transactional, situational, collective, disruptive, authentic and system leadership are just a few of the many different leadership models that have been developed. In unit 3 & 4 we will look more closely at why do we have/need so many different models to describe leadership? How models help and hinder our leadership practices.
Week 5 : 11 March - 17 March	Intensive	Practicing Leadership 1 Exploring leadership through case studies, scenarios, workshops and experiential team activities we shift between theory and practice to gain a lived experience of leadership for creating social impact. Unit five is our first intensive where we will focus on developing our understanding of leadership and type of leadership characteristics you feel important to develop. Intensive Weekend 1 - Saturday 16th and Sunday 17th March, 9am-5pm
	Assessment	Assessment 2: Social Impact Leader Presentation due
Week 6 : 18 March - 24 March	Topic	Vision - Strategy - People & Culture Creating, communicating and connecting people to a compelling vision and strategy and aligning with clear execution strategy is seen as an important test of leadership. In unit six we will explore the role of vision, strategy and people and culture and the role of leadership in achieving key objectives.
Week 7 : 25 March - 31 March	Topic	Structuring Impact & Organisational Structures Organisational structures play an important role in 'locking up or unlocking' potential. In unit seven we will explore how structure impacts leadership and impact and what alternative models could be applied.
Week 8 : 1 April - 7 April	Topic	Developing Tools & Practices for Leading Impact From CEO to working in frontline delivery how can we use whatever role we occupy to develop tools and practices for demonstrating and contributing to impact. In unit eight we will explore tools and practices that can help add value regardless of the position we current occupy.
	Assessment	Assessment 3: Leader Profile due Sunday 7th April by 11.59pm
Week 9 : 8 April - 14 April	Intensive	Practicing Leadership 2 Exploring leadership through case studies, scenarios, workshops and experiential team activities we shift between theory and practice to gain a lived experience of leadership for creating social impact. Unit nine is our second and final intensive where we will focus on applying our leadership knowledge to the challenges that we face in our organisations and communities. Intensive Weekend 2 - Saturday 13th and Sunday 14th April, 9am-5pm
Week 10 : 15 April - 21 April	Topic	Final Reflections In a world that seems to demand and reward 'action' taking time out to think

		and reflect can seem passive and too much like procrastination. Yet building a reflective practice is not only important for personal growth it can make improve the 'actions' taken by individuals. In unit ten our final week you will use this time to look back over your learning journey pulling together the treads of your experiences and learnings to complete the Personal Action Plan.
	Assessment	Assessment 4: Personal Action Plan due Sunday 21st April by 11.59pm

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

- **Week 5 -** Saturday 16th and Sunday 17th March, 2024
- **Week 9 -** Saturday 13th and Sunday 14th April, 2024

General Schedule Information

To establish an enriching learning environment, this course follows the Community of Inquiry teaching model and is structured to ensure a cohesive group progression throughout the ten-week duration, featuring two intensive weekends.

Course Overview:

- The course comprises ten units distributed over ten weeks, including two intensive weekends.
- The course has been designed to allow you to complete one unit each week.

Voluntary Online Sessions:

- Two optional webinars will be held during Week 1 and Week 7, offering a platform for general queries and course-related discussions. Session details will be provided in Moodle closer to the date.

Module Structure:

- The course encompasses ten units:
  - Units1-4 are online and to be completed before the first intensive.
  - Units 6-8 will be available post the first intensive to be completed before second intensvie.
  - Units 5 and 9 are the intensive weekends.
  - Units 10 will focuses on reflection allowing students to focus on their final assessment.

Unit Content:

- Each unit includes essential course materials presented in PowerPoint format (throughout these I include short video recordings to aid your learning).
- Additional interviews with social impact leaders, and case studies will be released periodically through Moodle.

In-Person Workshops (9 am - 5 pm):

- Week 5: Saturday, 16th, and Sunday, 17th March 2024
- Week 9: Saturday, 13th, and Sunday, 14th April 2024

Other Activities & Assesments

- There will be reflective activities built into the units designed to support your learning and your assessments.
- You will also be allocated a 'study partner' which will be a requirement for your final assessment. More information on this will be provided during the week 1 welcome session & in Moodle.

By following this schedule, you'll not only cover the core content but also engage in meaningful discussions and reflective activities, enhancing your overall learning experience.

Course Resources

Prescribed Resources

The University and the Business School provide a wide range of support services for students, including:

Centre for Social Impact (CSI)

http://www.csi.edu.au/

Please direct any CSI education program, enrolment and administration queries here

Email: csistudents@unsw.edu.au **Phone:** (02) 8936 0990

Business Student Centre

https://www.business.unsw.edu.au/students/resources/student-centre

The Nucleus: Student Hub

https://nucleus.unsw.edu.au/en

Location: Level 2, in the Main Library. (UNSW map location F21) **Phone:** (02) 9385 8500

Moodle eLearning Support

For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support

For technical support, **Email:** itservicecentre@unsw.edu.au ; **Phone:** (02) 9385 1333

Academic Skills Support

Academic Skills Support | UNSW Current Students

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

Library services and facilities for students

Students (unsw.edu.au)

IT Service Centre

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

Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc.

IT Walk-in Service Centres: Upper Campus IT Hub - Room G06, D26 Biological Sciences Building (Next door to XS Cafe) ; **Middle Campus IT Hub** - G008, Ground Floor H13 Anita B Lawrence Centre

Phone: (02) 9385 1333

UNSW MindHub

https://www.student.unsw.edu.au/mindhub

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

Office: Level 2, East Wing, Quadrangle Building; **Phone:** (02) 9385 5418; **Email:**

counselling@unsw.edu.au

Equitable Learning Services (formally Disability Support Services)

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

A free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Phone: (02) 8374 9201; **Email:** els@unsw.edu.au

Nura Gili Student Success Team

https://www.indigenous.unsw.edu.au/current-students/student-success

Our Student Success Team aim to enhance the student experience at UNSW. We work to equip all Aboriginal and Torres Strait Islander students at UNSW with the skills they need to thrive in an ever-changing and innovative world.

Phone: (02) 9385 3805; **Email:** nuragili@unsw.edu.au

Course Evaluation and Development

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

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Lee Cooper				By appointment	Yes	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the 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 Plagarism

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.