



## UNSW Course Outline

# COMM3030 Social Entrepreneurship Practicum - 2024

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## General Course Information

Course Code : COMM3030

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : UNSW Business School

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Undergraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

COMM3030 Social Entrepreneurship Practicum is a Work Integrated Learning (WIL) course designed to integrate theory with experiential practice and involve authentic and purposeful engagement with partner organisations. It enables undergraduate students to develop

professional skills while working in a team on a real social entrepreneurship project.

Students work with partners from industry, social enterprises, not-for-profits and foundations to develop and conduct a variety of applied projects in different areas of social entrepreneurship. In doing so, they have the opportunity to develop their professional skills, including critical thinking, communication, teamwork, research, innovation and creativity, entrepreneurship, leadership and many others

In each teaching session, projects may be offered from the following fields:

- Social entrepreneurship and social innovation;
- Philanthropy;
- Impact investing;
- Business and human rights;
- Corporate social responsibility;
- Pro bono and volunteering;
- Measuring social impact;
- Collective impact;
- Social finance; and
- Other related fields.

## Course Aims

By completing this course students will:

- Integrate theory with professional practice through working with a partner organisation
- Develop a practical understanding of social entrepreneurship and the role that social enterprises can play in addressing social and environmental challenges.
- Demonstrate the development of their professional skills, including critical thinking, communication, teamwork, research, innovation and creativity, entrepreneurship, leadership and many others
- Demonstrate the development of their project management and problem-solving skills
- Engage effectively in independent, collaborative and reflective learning

## Relationship to Other Courses

This course is offered as a Business School Elective within any undergraduate Business School program or may be counted as an elective within specific Business School majors.

For students in the Bachelor of Commerce this course can be used to satisfy your Work Integrated Learning and/or Final Year Synthesis requirements of your degree.

For students outside the Business School it can be taken as a General Education course.

Enrolment is restricted and only students who meet the requirements of the selection process will be able to enrol. In particular, eligible students must:

- be in Good Academic Standing,
- have completed a minimum of 48 UOC by the commencement of this course.
- Have completed [CA:Essentials](#)

By completing this course students will:

- Develop their work learning skills, including critical thinking, communication, teamwork, professionalism, research, leadership and many others
- Develop their project management and problem-solving skills
- Develop a practical understanding of social entrepreneurship and the role that social enterprises can play in addressing social and environmental challenges.

# Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CL01 : Partner with an organisation to address a social challenge to develop professional capabilities	• PLO2 : Problem Solving
CL02 : Identify, analyse and apply social entrepreneurship knowledge and skills to address a social challenge	• PLO6 : Global and Cultural Competence
CL03 : Participate collaboratively and responsibly in a team	• PLO4 : Teamwork
CL04 : Reflect on your personal and professional development including an enhanced understanding of ethical, social and environmental issues	• PLO7 : Leadership Development
CL05 : Communicate complex ideas in a logical, succinct, and persuasive manner	• PLO3 : Business Communication

Course Learning Outcomes	Assessment Item
CL01 : Partner with an organisation to address a social challenge to develop professional capabilities	<ul style="list-style-type: none"> <li>• Individual Research Project</li> <li>• Project Deliverables</li> <li>• Participation</li> </ul>
CL02 : Identify, analyse and apply social entrepreneurship knowledge and skills to address a social challenge	<ul style="list-style-type: none"> <li>• Individual Research Project</li> <li>• Project Deliverables</li> <li>• Participation</li> </ul>
CL03 : Participate collaboratively and responsibly in a team	<ul style="list-style-type: none"> <li>• Participation</li> </ul>
CL04 : Reflect on your personal and professional development including an enhanced understanding of ethical, social and environmental issues	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Participation</li> </ul>
CL05 : Communicate complex ideas in a logical, succinct, and persuasive manner	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Individual Research Project</li> <li>• Project Deliverables</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System

## Learning and Teaching in this course

Approach to learning and teaching in the course:

The approach to learning is practicum-based, enabling students to learn through applying their skills and knowledge to deliver social and economic value to a social entrepreneurship project.

This is done through working hands on with a social entrepreneur in a consulting process that requires teamwork, autonomy and strategic thinking. Each practicum experience will be different depending on the particular social entrepreneurship project on which each student group will work.

### **Learning activities and teaching strategies:**

The teaching philosophy of this course is based on the concept that students learn most effectively when they are thoroughly engaged in the learning process and are supported within the learning environment to take up challenges offered. This philosophy is reflected in the Guidelines on Learning that Inform Teaching at UNSW, which may be found [here](#)

The format of the course gives students a unique opportunity to put into practice doctrinal knowledge and professional skills that will be expected of them as young professionals. The course will also develop students' ability to engage professionally and work collaboratively with a variety of stakeholders, while gaining experience in producing timely and professional written work-product that may be relied upon by other professionals. They are able develop these capacities within a supportive environment in which students are closely supervised and individualised feedback is frequently available, and in which critical reflection is encouraged. Students will be given significant responsibility and be expected to take initiative, developing the confidence and humility necessary to be effective social change agents in their chosen career.

The workshop component of the course provides an opportunity for students to discuss and critically reflect on ethical and practical issues that they confront within their work.

## **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
Individual Research Project Assessment Format: Individual Short Extension: Yes (1 day)	20%	Start Date: Not Applicable Due Date: 08/10/2024 03:00 PM
Project Deliverables Assessment Format: Group	30%	Due Date: 18/11/2024 03:00 PM
Reflection Assessment Format: Individual Short Extension: Yes (1 day)	30%	Due Date: 20/11/2024 03:00 PM
Participation Assessment Format: Individual	20%	Due Date: 25/11/2024 03:00 PM

## Assessment Details

### Individual Research Project

#### Assessment Overview

Each student will submit a short paper related to the client project.

Assesses: PLO1, PLO3, PLO6

BCom students: myBCom course points for PLO6

#### Course Learning Outcomes

- CL01 : Partner with an organisation to address a social challenge to develop professional capabilities
- CL02 : Identify, analyse and apply social entrepreneurship knowledge and skills to address a social challenge
- CL05 : Communicate complex ideas in a logical, succinct, and persuasive manner

#### Detailed Assessment Description

##### Task:

To assist you in contributing effectively to your client's task and the group's project deliverables (Assessment task 2), this individual assignment requires you to conduct a research on a specific aspect related to the client project. Your research will serve as a foundation and contribution for your team's project and client report. You need to select a specific theme or issue relevant to the client's project.

## Notes:

While the research should be conducted independently, you are expected to discuss your chosen theme with your team and project manager/tutor to ensure it aligns with the overall project focus and avoids overlap with other team members' research areas. This early collaboration is vital to make sure your research contributes meaningfully to the group project.

### Assessment Length

1000 words

### Submission notes

Word file only

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

You are permitted to use generative AI tools to generate initial ideas, structures, or outlines as inspiration. Beyond that, use of generative AI is prohibited. That means you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. In other words, students must not use generative AI to create any **resulting** artefact.

You are 100% responsible for your assessment submission.

It is a good idea to keep copies of the initial prompts and drafts to show your Course Authority if there is any uncertainty about the originality of your work. If the outputs of generative AI such as ChatGPT form a part of your submission, it may be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

## **Project Deliverables**

### **Assessment Overview**

Students work in groups on a real contemporary business problem. In this assignment groups provide their analysis of the problem and recommendations for action.

BCom students: myBCom course points for PL03

### **Course Learning Outcomes**

- CL01 : Partner with an organisation to address a social challenge to develop professional capabilities
- CL02 : Identify, analyse and apply social entrepreneurship knowledge and skills to address a social challenge
- CL05 : Communicate complex ideas in a logical, succinct, and persuasive manner

### **Detailed Assessment Description**

#### **Task**

This group project serves as the culminating assessment, providing an opportunity to showcase the knowledge and skills you've acquired throughout the course. Working as a team, you will act as consultants for your client. Your task is to develop a comprehensive report that addresses the specific challenges that the client presented at the start of the Term. The report should be tailored to meet the project goals and deliverables outlined in the client brief.

The report should showcase both in-depth business knowledge and a professional presentation.

#### **Notes**

You are expected to incorporate feedback received throughout the project, including comments from your individual research (Assessment 1) and ongoing feedback from your project manager/tutor.

You can leverage your findings and insights from Assessment 1 in the Group report. However, please paraphrase and reference properly to ensure academic integrity and avoid plagiarism including self-plagiarism.



### Assessment Length

3,500 words

### Submission notes

Word or PDF file

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

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This category permits students to start with a generated outline/sketch etc. as inspiration. Beyond that, use of generative AI is prohibited. This category requires students to fundamentally change that to such an extent that is their own work. In other words, students must not use generative AI to create any **resulting** artefact.

## **Reflection**

### Assessment Overview

Reflections detailing the student's thoughts on this experience as it occurs, covering aspects such as challenges, usefulness of their business knowledge in this context, professional and personal development, cultural, environmental, ethical and social understanding, team experience.

### Course Learning Outcomes

- CL04 : Reflect on your personal and professional development including an enhanced understanding of ethical, social and environmental issues
- CL05 : Communicate complex ideas in a logical, succinct, and persuasive manner

### Detailed Assessment Description

**Task:** This assessment is a 4-minute video reflection where you'll explore your personal and professional growth throughout the Social Entrepreneurship course. By reflecting key learning experiences, you will articulate how this course has contributed to your development as a future social entrepreneur, innovator, manager or change maker. You can also reflect how you will leverage these skills in future business endeavours.

Students are required to address the following themes of development when writing the Reflection.

- Identify an experience within the course (for example, client project, teamwork, etc.) that fostered your soft skills (for instance, communication, collaboration, problem solving, leadership, etc.). Explain the impact it had on your personal and/or professional development and how you'll use these skills going forward.
- Highlight an experience (such as, a class discussion, a theory/ framework or other course content, etc.) that deepened your knowledge about social entrepreneurship. Explain how you applied this knowledge and the resulting professional development you gained.

### **Notes:**

- **Presentation Format:** Combine oral presentation with engaging visuals (e.g., slides, infographics).
- **Planning** for this reflection piece should begin at the start of the term, not the end. You are recommended to maintain a weekly diary to record key experiences from the course, including learnings from the client project, readings, group work, or applying course concepts. You can also reflect on emotions, reasons behind them, and key takeaways from each experience.

### Assessment Length

4-minute video and slides

### Assessment information

#### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

**Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

This category permits students to start with a generated outline/sketch etc. as inspiration. Beyond that, use of generative AI is prohibited. This category requires students to fundamentally change that to such an extent that is their own work. In other words, students must not use generative AI to create any **resulting** artefact.

## Participation

### Assessment Overview

Class participation (10%), Peer evaluation of contribution to group work (10%)

Students will be assessed on their active and engaged participation during the weekly workshops.

Students will also be invited to participate in a peer evaluation of their own and their team members performance in the group. Students will need to complete the peer evaluation process to be eligible for the 'peer evaluation' component of this assessment.

BCom students: Peer Review earns myBCom course points for PL04

### Course Learning Outcomes

- CL01 : Partner with an organisation to address a social challenge to develop professional capabilities
- CL02 : Identify, analyse and apply social entrepreneurship knowledge and skills to address a social challenge
- CL03 : Participate collaboratively and responsibly in a team
- CL04 : Reflect on your personal and professional development including an enhanced understanding of ethical, social and environmental issues

## Detailed Assessment Description

### **Peer Evaluation Survey Task**

Often in the workplace we are asked to evaluate our own performance or that of others. The Peer Evaluation survey seeks to provide you with the opportunity to assess your peers on their performance throughout your time working together on your Project Report. This evaluation will form 10% of your overall mark in this subject. The survey seeks to understand the contribution made by each student in the team by asking student to rate their peers on their attendance, preparation, and contribution to and during the team towards their project report.

Each student must complete the Peer Evaluation Survey on Moodle after the Assessment 2 deadline. Students are asked a series of questions related to attendance, preparation, and contribution in relation to the project report and are asked to provide for each student in their team a rating, using the scale provided in the survey, in answer to each of the questions asked. Using the rating provided against each question, a total final score is then calculated for each student and marks then awarded towards the student, accordingly.

#### **Notes:**

To encourage group cooperation and equal contribution among group members, your marks in Assessment 2 (Client Project) may also be adjusted based on the Peer evaluation score.

Participants should:

- communicate respectfully with others at all times
- conduct themselves with integrity, especially with regard to academic honesty and confidentiality
- ensure their contributions are relevant to the learning activity

## Assessment information

#### **Due dates:**

- **Participation** – Ongoing
- **Peer Evaluation** – Monday, 25/11/2024 at 03:00 PM

## Generative AI Permission Level

### **Not Applicable**

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## General Assessment Information

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

### Viva Voce

Any student may be called upon to provide a viva voce (from the Latin meaning 'living voice') for any assignment. A viva voce is an interview style meeting where you will be asked to explain, discuss, or use information related to any assignment or work produced for this course. These can be used to ascertain knowledge and ability including the extent to which the student has undertaken the required reading, done preparatory work and can demonstrate understanding of what they have written or presented. Viva voces are used in conjunction with submitted assessment work not instead of submitted work.

### Academic Integrity and Code of Conduct

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

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

### Grading Basis

Standard

### Requirements to pass course

This is a graded 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.

**NOTE: As a Work Integrated Learning course, completion of all Assessments and attendance in class (including lectures and workshops) is mandatory.** The recordings of live lectures will only be shared with students who have Equitable Learning Plan or Special Consideration Approval or other misadventures/illness with supporting documents.

Students who do not attend classes and/or where relevant, do not attend meetings with the client without a medical certificate or other adequate evidence will be deemed not to have completed the subject requirements and will not be eligible to pass the subject.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Blended	Topic: Introduction to Course and Social Entrepreneurship Detail/engagement: <ul style="list-style-type: none"> <li>• Course Overview &amp; Assessments</li> <li>• Introduction to Social Entrepreneurship</li> <li>• Team Formation</li> <li>• Project Allocation</li> <li>• Preparation for the 1st client meeting</li> </ul>
Week 2 : 16 September - 22 September	Blended	Topic: 1st Client Meeting; Project Management & Consulting Detail/engagement: <ul style="list-style-type: none"> <li>• 1st Client meeting (lecture time)</li> <li>• Project Management &amp; Consulting</li> <li>• Project Check-in</li> </ul>
Week 3 : 23 September - 29 September	Blended	Topic: Social Enterprise Business Models & Business Model Canvas Detail/engagement: <ul style="list-style-type: none"> <li>• Social Enterprise Business Models</li> <li>• Business Model Canvas (BMC) &amp; BMC for Social Enterprises</li> <li>• Project Check-in</li> </ul>
Week 4 : 30 September - 6 October	Blended	Topic: Value Proposition and Marketing for Social Enterprises Detail/engagement: <ul style="list-style-type: none"> <li>• Value Proposition and Social Enterprises</li> <li>• Marketing for Social Enterprises</li> <li>• Project Check-in</li> </ul>
Week 5 : 7 October - 13 October	Blended	Topic: 2nd Client Meeting; Design Thinking and the Double Diamond Detail/engagement: <ul style="list-style-type: none"> <li>• 2nd Client Meeting (lecture time)</li> <li>• Design Thinking and the Double Diamond</li> <li>• Project Check-in</li> </ul>
Week 6 : 14 October - 20 October	Other	Flexibility Week: Use this time to consolidate your knowledge.
Week 7 : 21 October - 27 October	Blended	Topic: 3rd Client Meeting; Report Writing Skills Detail/Engagement: <ul style="list-style-type: none"> <li>• 3rd Client Meeting (lecture time)</li> <li>• Report Writing Skills</li> <li>• Project Update</li> </ul>
Week 8 : 28 October - 3 November	Module	Topic: Measuring and Communicating Social Impact Detail/Engagement: <ul style="list-style-type: none"> <li>• Measuring and Communicating Social Impact</li> <li>• Theory of Change</li> <li>• Logic Models</li> <li>• Project Update</li> </ul>
Week 9 : 4 November - 10 November	Blended	Topic: Social Enterprise Finance Detail/Engagement: <ul style="list-style-type: none"> <li>• Social Enterprise Finance</li> <li>• Project Update</li> </ul>
Week 10 : 11 November - 17 November	Blended	Topic: Reflections on Social Entrepreneurship and Careers in Social Impact Detail/engagement: <ul style="list-style-type: none"> <li>• Reflections on Social Entrepreneurship and Careers in Social Impact</li> <li>• Final assessment questions</li> <li>• Project check-in</li> </ul>

## Attendance Requirements

As this course is a Work Integrated Learning course, you are required to attend ALL classes (both Lectures and Tutorials/ Workshops). Failure to do so without appropriate documentation explaining your absence (e.g Medical Certificate or other adequate evidence) will be deemed not to have completed the subject requirements and will not be eligible to pass the subject.

The recordings of live lectures will only be shared with students who have Equitable Learning Plan or Special Consideration Approval or other misadventures/illness with supporting documents.

*If you are not able to attend class due to illness or misadventure, please notify your Workshop facilitator and the Course Authority as soon as possible.*

## General Schedule Information

The course is structured to include four pillars of learning and experience:

**Preparatory Online Modules and In-Person Lectures:** A series of online learning modules that include the course readings, theoretical underpinnings and key activities coupled with live lectures related to weekly subject matter/topics. The online learning can be found under the weekly content on Moodle.

**Workshop :** Weekly 2hr workshops where students apply and expand on the concepts highlighted in the weekly modules. The workshop activities are focused on the development of important business skills and capabilities to assist in the delivery of client projects, support successful assessment completion and prepare participants for the workplace.

**Client Project:** A real life project undertaken in small groups across the term supporting, mostly during the workshops, supporting a social enterprise, charity or not-for-profit client. This activity includes client meetings, project scoping and completing project deliverables.

## 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**

### **Continual Course Improvement**

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.

Feedback channels include:

- In class surveys and Q & As
- UNSW's MyExperience
- End of term discussion and feedback

Feedback will be sought from students, partners and industry throughout.

As a result of the insightful feedback provided by COMM3030 students, several improvements have been implemented to improve the educational experience.

**Client Interaction and Enhanced Collaboration:** The feedback emphasised the importance of increased client interaction and enhanced collaboration. To improve interaction and support between clients and students, these sessions will exclusively be conducted in person moving forward. The purpose of this modification is to increase the number of opportunities for students to directly interact with real-life situations, thereby improving their practical abilities and comprehension of the client problem question and their social impact work.

**Enhanced Group Assessments:** Concerns pertaining to group assessment participation were also brought to light through the feedback. In response to this concern, an evaluation approach has been implemented wherein every member of the group can assess the contributions of one another. The evaluation will be carried out in the form of a survey, which will offer a methodical approach to assessing the unique contributions of each member of the group. By integrating this evaluation tool, every student will be afforded the chance to offer input, thereby guaranteeing an equitable assessment of group contributions.

In general, these adjustments to the course design are intended to provide students enrolled in COMM3030 with a more captivating and enhanced educational experience.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Linh Nguyen				By appointment	Yes	Yes

# Other Useful Information

## Academic Information

### COURSE POLICIES AND SUPPORT

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

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

Further information is provided on the [Policies and Guidelines](#) page.

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

### STUDENT LEARNING OUTCOMES

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

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

### Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. To assure academic integrity, you may be

required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

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

## Submission of Assessment Tasks

### SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the UNSW [Current Students](#) page.

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. Applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

### LATE SUBMISSION PENALTIES

## LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment has been submitted.

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

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

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

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

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

- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

## **COURSE EVALUATION AND DEVELOPMENT**

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

## **QUALITY ASSURANCE**

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

## **TEACHING TIMES AND LOCATIONS**

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