COMD5001

International Development Policy

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Krishna K. Shrestha	krishna.shrestha@unsw.edu.au	Email for online appointment	Room 151, Morven Brown Building	0413151111

School Contact Information

School of Social Sciences

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Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Are you interested to understand why there is a rich world and there is a poor world? What type of socio-economic and environmental policies can be identified and implemented to address some of these development challenges? In this course, you will critically engage with several of the 'big issues' concerning international development policy and highlights the link between ideas, policy and the reality of development with an emphasis on the challenges facing local communities in developing countries. The course blends theories of development with the rapidly expanding discipline of public policy to enable you to examine and explain the rate, form and patterns of socio-economic and environmental development challenges and opportunities. You will explore the influences upon this patterning and the response by local communities, state organisations and other institutions. The course will also include engagement with several sectoral policy issues on sustainable development such as participation, urban poverty, food security, equity, climate change and disasters.

Course Learning Outcomes

1. Explain key concepts, approaches, issues and achievements of development theories applied as development policy in developing countries
2. Develop a critical perspective of development policies implemented to address key aspects of uneven development, focusing on major implications for the local communities
3. Undertake critical social science research, independently and in a team environment, and develop the knowledge and communication skills necessary to engage in international development policy analysis and practice

Teaching Strategies

This course is designed to build knowledge and skills in relation to development problems in developing countries, development policy, and the consequences of policy and policy reform. The objective is to focus on the range of ways we can identify development as an issue (for example as poverty or disaster), its components (economic, social, cultural) and solutions (for example as programs, policies etc) to problems that are local, national and global in character. You will have the opportunity to interpret, analyse and propose solutions to development issues using a range of principles constructed as theories about development that are often in conflict with each other and lead to a range of intended and unintended practical outcomes. The course will encourage you to engage in learning through structured activities, independent critical thinking and research-based work. Assessments will build knowledge and skills in a range of development policy topics and assess both written and oral presentations.

Assessment

Assessments should be referenced in accordance with the School of Social Sciences Referencing Guide, available at https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Mid-Term Reflective Essay	25%	19/03/2021 11:59 PM	1, 2
Group activity	25%	09/04/2021 11:59 PM	2, 3
Research Paper	50%	30/04/2021 11:59 PM	2, 3

Assessment Details

Assessment 1: Mid-Term Reflective Essay

Start date: Not Applicable

Length: As described below

Details:

600 word reflective essay based on class materials, readings, and tutorial discussions. Written feedback and a mark will be provided within 2 weeks of submission. Written feedback and a mark will be provided within 2 weeks of submission.

Additional details:

Essay question: What key ideas have you learned about development policy from the course so far?

In 600 words, reflect on a key idea that you have learned from the past few weeks' lectures and readings. You are not expected to do research outside of the recorded lectures and required / suggested readings, but you are expected to refer and cite relevant recordings, readings and any of the recorded weekly tutorial discussions.

A suggested structure of reflective essay might be:

1. Introduction (what is the key thing you have learned/surprised/challenged you? (~100 words)
2. First topic/theme/argument with supporting evidence and your analysis (~200 words)
3. Second topic/theme/argument (~200 words)
4. Conclusion (~100 words)

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

Assessment 2: Group activity

Start date: Not Applicable

Length: 1000 words

Details:

The Australian Government has made a call for submission as it is in the process of reviewing the foreign aid policy. In a small group, you will work together and develop a three-page aid policy review submission based on your group's policy position. You will be allocated or self-nominated into a group with specific policy interests and agendas. You can use Blackboard Collaborative, Zoom or designated Moodle forums for your group's discussions and working together. Written feedback and a mark will be provided within 2 weeks of submission.

Additional details:

In a small group of four or five, you will work together and develop a three-page submission (approx. 1000 words) based on your group's policy position. You will be allocated or self-nominated into a group with specific policy interests and agendas. You can use designated Moodle forums for your group's discussions and working together.

The Australian Government has made a call for submission as it is in the process of reviewing the foreign aid policy:

Minister for Foreign Affairs and Minister for Women Senator the Hon Marise Payne and Assistant Defense Minister and Minister for International Development and the Pacific the Hon Alex Hawke MP have announced a consultation process to guide a new Australian development policy. This policy will drive the Government's international development efforts in support of security, stability, prosperity and resilience in the Indo-Pacific.

Building on the Foreign Policy White Paper, the new policy will guide Australia's development program and ensure it remains aligned with the Government's strategic priorities. The policy will cover development program activities as well as wider government initiatives that support international development. It will also reflect the Government's increased emphasis on strategic and economic partnerships in the Indo-Pacific and its Pacific Step-up.

The new policy will reflect the Government's plan to retain a targeted and efficient development budget of $4 billion per year.

For examples of policy submissions, check out this link: https://www.dfat.gov.au/aid/new- international-development-policy/Pages/submissions

To have a sense of DFAT's development policy priorities (Pre-COVID-19), see Minister for International Development, Alex Hawke's keynote speech at the 2020 Australia Aid Conference: https://www.youtube.com/watch?v=IFXCobTjB-4 (from time segment 1:46:54)

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

Assessment 3: Research Paper

Start date: Not Applicable

Length: 3000 words

Details:

Choose from the list of questions or create your own (please consult with the course convener if choosing your own question). The paper is up to 3000 words in addition to references OR you have the option of having a take home test instead. The take home test will go for five days, and you need to write three short essays (1000 words per short essay). The questions will be released one day before test starts. Written feedback and a mark will be provided within 2 weeks of submission.

Additional details:

Choose a question from the list of questions or create your own (please consult with the course convener if choosing your own question). The paper is up to 3,000 words in addition to references.

Major essay questions:

1. Compare and critique two country's development policies (e.g. Nepal and New Zealand; India and Australia).

2. The SDGs has the ambitious overall aim to "leave no one behind". Do you agree or disagree that it has been delivering this promise?

3. With the rise of bilateral engagement in international development, are multilateral organisations such as the United Nations still relevant?

4. Select one or two key issue(s) (e.g. disasters, climate change; global pandemic; rise of inequality) and argue whythey are the contemporary challenges for international development policy.

5. What is science policy interface and what are the key challenges for enhancing science–policy interface in development policy? Explain with examples of success and failures of science-policy interface in development policies.

6. Design your own research essay question! [Note: you must check with Krishna about your question before Week 6]

OR,

Please speak with Krishna if you wish to write three short essays (1,000 words per short essay) instead of completing a Major Essay. The questions will be shared with you by week 6.

Submission notes: All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle.

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

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Tutorial	Online tutorial will be offered each Thursday at 6 pm (one hour) for the entire triemster. This is voluntary and will not be graded. But it is highly recommended for students to participate, as it offers opportunity to ask questions, comments and discussions on the week's topic.
	Web	Students are strongly encouraged to view the pre-recorded lectures, read weekly required readings, and attend the voluntary, one-hour online tutorial (Q & A session) each Thursday at 6pm which is hosted by Krishna. Week 1 (18 February): **Introduction – International Development Policy for a more Just World** Why do we study international development policy? Can the policy promote justice for the poorest, indigenous and marginalised people? How are policies designed and what are the drivers and influences that push for policy change? How do historical and contemporary factors such as climate change, rising inequalities, change of new world order and global pandemics shape development policies? Do we need policies to have programs and projects, or as David Mosse in this week's reading asked, "Do development policies guide projects, or do they serve as legitimacy for intervention?" Who benefits, who loses from the process and outcomes of development policies? Do international development policies serve the interest of the poorest of the poor, marginalised and indigenous peoples? If they do, how and if they don't, why not? We will explore these critical questions as well as go over the course outline and assessments.
Week 2: 22 February - 26	Web	Week 2 (25 February):

February		**Sustainable Development Goals (SDGs): Vision for the future?** This week will provide a historical and contemporary look at sustainable development goals and highlight key priorities for international development policies. The SDGs were meant to be the bold, visionary successor of the Millennium Development Goals (MDGs), which was criticised for lacking in concrete implantation and guides. With 231 indicators, the SDGs is meant to be a blueprint for global sustainable development and to left no one behind. But just how much influence do the SDGs have in the space of international development policies? With 2030 Agenda for Sustainable Development less than ten years away, this week we will examine SDGs contributions to development policies, its critics and what can be done to ensure the vision is on track. In doing so, we will discuss some of the emerging and existing debates that are critical for international development policy makers to contemplate? Again our focus will be to discuss whether, how and why SDGs serving (or not serving) the poorest and disadvantaged communities in developing countries.
Week 3: 1 March - 5 March	Web	Week 3 (4 March): **Public Participation and Development Policy: who participates, who profits?** Public participation is important for developing and implementing development policies but is often failing both local communities and the environment. Globally, the question of how local communities organise and work effectively to deliver social and environmental benefits remains an enigma, despite many years of development research and practice. Does policy process provide an open a political space to disadvantaged groups and individuals to participate? Do government agencies ignore and co-opt marginalised groups to reinforce existing inequitable relations? What are the pitfalls and potentials of public participation to realise transformative change in international development policy and practice? With a critical discussion of conceptual literature as well as bringing real world experience from Nepal's community forestry, this seminar explores these questions and many more with a view to search for transformative participation in development policy and practice.

Week 4: 8 March - 12 March	Web	Week 4 (11 March): **Knowledge and Development Policy – whose knowledge counts?** Development policies and practices are often driven by technical knowledge, undervaluing local and indigenous knowledge and the knowledge from social sciences. As a result, indigenous knowledge is not effectively utilised and local culture ignored. In this seminar, we explore the politics of knowledge and ideas of science-policy interface, and then discuss insights from a case study which demonstrate how and why indigenous knowledge are not effectively utilised in the natural resource management policies in Australia.
Week 5: 15 March - 19 March	Web	Week 5 (18 March): **Policy advocacy: From grassroots to the Parliament** Non-government organisations (NGOs), policy advocates, activists and the like often juggle a fine balance between representing the views of the community and vulnerable groups and speak truth to power, to exercising diplomacy and caution when dealing with indifferent or even hostile governments. This is particularly the case for politically sensitive issues such as human rights, sexual and reproductive health, and climate change. This week, we will explore the complexities of policy advocacy in the space of international development, with a particular focus on NGOs.
Week 6: 22 March - 26 March	Online Activity	Week 6 (25 March): **Catching Up / Reflection Week** (no seminar/ online tutorial this week) In this week, students will have an opportunity to catching up with readings and undertake critical self-reflection on their learning in this course. Each student will also write a 200 words critique of one of the papers below: Tanner, T., Bahadur, A. and Moench, M. (2017) *Challenges for resilience policy and practice*. London: Overseas Development Institute. https://www.odi.org/sites/odi.org.uk/files/resource-documents/11733.pdf **OR** Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience

| | | pathways, *Environmental Development*, 23: 47–56.

In the context of climate crisis, COVID-19, rising authoritarianism, inequalities, food insecurity, terrorism… are these unexpected disrupters that caught policy makers and stakeholders by surprise, or simply ignored due to ideological differences? In a context of diverse and sometimes divisive views, how do we build development policy resilience?

Each student will write a 200 words critique and submit this in the Moodle discussion section –' Paper Critique by [your name]' *by 11.59pm, 25 March, 2021.* |
|---|---|---|
| Week 7: 29 March - 2 April | Web | Week 7 (1 April):
Gender Justice in International Development Policies: The Redistribution - Recognition Debate

Achieving gender equality and justice in global development has long been considered as vital for sustainable development. However, challenges remain for gender to be recognised meaningfully by powerful donors and policy makers. This week, we will discuss different notions of justice and equity, and why gender is important, what are the key strategies for gender to be integrated. |
| Week 8: 5 April - 9 April | Web | Week 8 (8 April):
Climate Change and Development Policy: Integration Possible?

The changing climate has affected the lives and livelihoods of people and environment today. The hardest hit are the poorest and most disadvantaged people in developing countries because of their high vulnerability and low capacity to adapt to rapid changes,. This seminar discusses some critical themes in the climate change adaptation and international development debate, highlighting the current climate change and development issues affecting the capacity and well-being of local communities in Australia and developing countries. The seminar will explore questions such as how and why climate impacts and adaptation actions are inevitably local; can local adaptation practices to climate change n be assumed to occur in a fair and equitable way, and what pathways there are for integrating climate and development policies. |
| Week 9: 12 April - 16 April | Web | Week 9 (15 April):
Foreign Aid in Humanitarian Policy and Practice: unpacking disaster politics? |

		International support during the time of humanitarian disasters has been crucial to respond and recovery, but its effectiveness has been widely questioned. Transparency and accountability of donors have been frequently questioned. This seminar explores, with a case study of Nepal's earthquake recovery practices, a range of questions such as what humanitarian policies' relationship to international development is; how do global, universal humanitarian policies translate into local context, and how and why does local and national politics enables disaster capitalism.
Week 10: 19 April - 23 April	Web	Week 10 (22 April): **Wrapping Up: Reframing International Development Policy?** This week will be a reflection on the topics covered throughout the term, with thoughts on how and why to reframe international development policy, and how and why each student could become a development champion!

Resources

Prescribed Resources

All the weekly readings and pre-recorded lectures will be available for download from Moodle.

Week 1 (18 February):   **Introduction – International Development Policy for a more Just World**

- **Required Reading:** Mosse, D. (2004), Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice, *Development and Change*, 35(4): 639–671. (This is a big article, so please focus only on pages 648-662).

- **Suggested reading:** Mosse, D. (2013), The anthropology of international development, *Annual Review of Anthropology*, 42: 227-246

Week 2 (25 February): **Sustainable Development Goals (SDGs): Vision for the future?**

- **Required Reading:** Watch the keynote address by Jonathan Glennie at the 2020 Australasian Aid Conference (from 1:45 in the segment) https://www.youtube.com/watch?v=bkosBGHR0x0

- **Suggested reading:** Moyer, J. and Hedden, S. (2020)**,** Are we on the right path to achieve the sustainable development goals? *World Development*, 127: 104749.

Week 3 (4 March): **Public Participation and Development Policy: who participates, who profits?**

- **Required Reading:** Cornwall, A. (2008), Unpacking 'Participation': models, meanings and practices', *Community Development Journal*, 43: 269-283.

- **Suggested reading:** Millner**,** N., Peñagaricano**,** I., Fernandez, M. and Snook, L. K. (2020), The politics of participation: Negotiating relationships through community forestry in the Maya Biosphere Reserve, Guatemala, *World Development*, 127, doi: https://doi.org/10.1016/j.worlddev.2019.104743.

    Head, B. (2007), Community Engagement: Participation on Whose Terms? *Australian Journal of Political Science* 42(3): 441-454.

Week 4 (11 March): **Knowledge and Development Policy – whose knowledge counts?**

- **Required Reading:** Backstrand, B. (2003), Civic science for sustainability: Reframing the role of experts, policy-makers and citizens in environmental governance, *Global Environmental Politics*, 3 (4): 24-41.

- **Suggested reading:** Oreskes, N. (2004), Science and public policy: what's proof got to do with it? *Environmental Science and Policy*, 7(5): 369-383.

    Ojha, H., Regmi, U., Shrestha, K. K., Paudel, N., Amatya, S., Zwi, A., Nuberg, I., Cedamon, E. and Banjade, M. (2020), Improving Research-Policy Interface: Lessons from the Policy Lab Methodology in Nepal's Community Forest Governance, *Forest Policy and Economics*, 114: 101997

Week 5 (18 March): **Policy advocacy: From grassroots to the Parliament**

- **Required Reading:** Ojha, H. (2013), Counteracting hegemonic powers in the policy process: critical action research on Nepal's forest governance, *Critical Policy Studies*, 7(3): 242-262.

- **Suggested reading:** Eidt, C. M., Pant, L. P. and Hickey, G. M. (2020), Platform, Participation, and Power: How Dominant and Minority Stakeholders Shape Agricultural Innovation, *Sustainability, 12*(2): 461- 482.

Week 6 (25 March): **Catching Up / Reflection Week** (no seminar/ online tutorial this week)

Each student will also write a 200 words critique of one of the papers below:

Tanner, T., Bahadur, A. and Moench, M. (2017) *Challenges for resilience policy and practice*. London: Overseas Development Institute. https://www.odi.org/sites/odi.org.uk/files/resource-documents/11733.pdf

OR

Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, *Environmental Development*, 23: 47–56.

Week 7 (1 April): **Gender Justice in International Development Policies: The Redistribution - Recognition Debate**

- **Required Reading:** Agarwal, B. (2009), Gender and forest conservation: The impact of women's participation in community forest governance, *Ecological Economics,* 68(11): 2785-2799.

- **Suggested reading:** Shrestha, K. K. (2016), *Dilemmas of Justice: Collective Action and Equity in Nepal's Community Forestry,* Adroit Publishers, New Delhi, India. (Chapter 2).

  García-López, G. A. (2019), Rethinking elite persistence in neoliberalism: Foresters and techno-bureaucratic logics in Mexico's community forestry, *World Development*, 120: 169-181.

Week 8 (8 April): **Climate Change and Development Policy: Integration Possible?**

- **Required Reading:** Metz, B. and Kok, M. (2008), Integrating development and climate policies, *Climate Policy,* 8**:** 99-102.

- **Suggested reading:** Ingold, K. and F. Varone (2012), Treating policy brokers seriously: Evidence from the climate policy, *Journal of Public Administration Research and Theory*, 22(2): 319-346.

  Urwin, K. and A. Jordan (2008). "Does public policy support or undermine climate change adaptation? Exploring policy interplay across different scales of governance, *Global Environmental Change,* 18(1): 180-191.

Week 9 (15 April): **Foreign Aid in Humanitarian Policy and Practice: unpacking disaster politics?**

- **Required Reading:** Shrestha, K. K., Bhattarai, B., Ojha, H. and Bajracharya, A. (2019), Disaster justice in Nepal's earthquake recovery, *International Journal of Disaster Risk Reduction*, 33: 207–216.

- **Suggested reading:** Gunawardena, A. and Baland, J. (2016), Targeting Disaster Aid in Post-Tsunami Sri Lanka, *Development Policy Review*, 34(2): 179-195.

  Pelling, M. and Dill, K. (2010), Disaster politics: tipping points for change in the adaptation of socio-political regimes, *Progress in Human Geography*, 34(1): 21-37.

Week 10 (22 April): **Wrapping Up: Reframing International Development Policy?**

Recommended Resources

If you are very keen to explore further on international development policy, you might want to check the list of interesting articles/ books below to get yourself started.

Arnstein, S. (1969), A ladder of citizen participation, *Journal of American Institute of Planning* 35 (4): 216-224.

Bowen S, Zwi A. (2005) Pathways to evidence informed policy and practice: a framework for action. *Public Library of Science, Medicine,* 2005 2 (7); 0100-0106 (e166).

Brett, E. (2003) 'Participation and accountability in development management,' *Journal of Development Studies* 40 (2): 1-29.

Collins, A.E. 2009. Disaster and Development, Routledge perspectives in Development series, London. (Chapter 2).

Haslam PA, Schafer J, and Beaudet P (Eds) (2012), Introduction to International Development: Approaches, Actors, and Issues (2nd Edition). Oxford, Oxford University Press.

Howitt, R. (2001)*, Rethinking Resource Management: Justice, sustainability and Indigenous Peoples*, London, Routledge (Chapter 1).

Kates, R., Parris, T. and Leiserowitz, A. (2005), What is sustainable development, Environment 47 (3): 9-21.

Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016), International Development: Issues and Challenges (3rd Ed), Palgrave Macmillan, Houndmills.

Kronmuller, E. Attallah, DG, Gutierrez, I, Guerrero, P and Gedda, M. 2012. Exploring indigenous perspectives of an environmental disaster: Culture and place as interrelated resources for remembrance of the 1960 mega-earthquake in Chile, International Journal of Disaster Risk Reduction 23(2017): 238-247.

Louis, RP. 2009. Can you hear us now? Voices from the margins: Using Indigenous Methodologies in Geographic Research, *Aboriginal policy Research Consortium International* 2007: 130-139.

Mosse, D. (2005). Cultivating Development: An Ethnography of Aid Policy and Practice. New Delhi, Vistaar Publications.

Ojha, H., Khatri, D., Shrestha, K. K.; Bhattarai, B., Baral, J, Basnett, B., Goutam, K., Sunam, R, Banjade, M, Jana, S, Bushley, B, Dhungana, S. & Paudel, D. (2015), 'Can evidence and voice influence policy? Critical review of Nepalese forestry sector policy', Society and Natural Resources. Vol.29, no.3, pp. 357 – 373.

Ojha, H., Shrestha, K. K., Subedi, Y., Shah, R., Nuberg, I., Heyojoo, B., Cedamon, E., Tamang, S., Paudel, K., Rigg, J., Malla, Y. & McManus, P. (2017), Agricultural land underutilisation in the hills of Nepal: Investigating socio-environmental pathways of change, *Journal of Rural Studies*, vol. 53, pp.156-172.

Pierson, P. (2005). "The study of policy development." Journal of policy history 17(01): 34-51.

Pohl, C. (2008). "From science to policy through transdisciplinary research." environmental science & policy 11(1): 46-53.

Roy, A. (2009), Why India cannot plan its cities: Informality, insurgence and the idiom of unbarnisation, *Planning Theory,* vol.8, no.1, pp.76 – 87.

Sen, A. (1999). Development as Freedom, Oxford University Press.

Shrestha, K. & Mahjabeen, Z, 2011, 'Civil science, community participation and planning for knowledge-based development: analysis of Sydney Metropolitan Strategy', International Journal of Knowledge-Based Development 2 (4): 412 – 432.

Shrestha, K. K. (2012), 'Towards Environmental Equity in Nepalese Community Forestry', In Frederick D. Gordon & Gregory K. Freeland (ed.), International Environmental Justice: Competing Claims and Perspectives, ILM Publications, Hertfordshire, UK, pp. 97–111.

Shrestha, K. K. (2016), *Dilemmas of Justice: Collective action and Equity in Nepal's Community Forestry,* Adroit Publishers, New Delhi, India.

Shrestha, K. K. and McManus, P. (2008), The politics of community participation in natural resource management, lessons from community forestry in Nepal, Australian Forestry 71 (2): 135-146.

Shrestha, K. K., Ojha, H., & McManus, P. (2015), 'Urbanization, social inclusion and climate change: An introduction', In Shrestha, et al. (2015), Inclusive Urbanization: Rethinking Participation, Planning and Policy, Routledge, London and New York, pp.1–12.

Sneddon, C., Howarth, R. and Norgaard, R. (2006), Sustainable development in a post-Brundtland world, Ecological Economics 57: 253–268.

Thomas A, Mohan G. (2007). Research skills for Policy and Development. How to find out fast, London, Sage.

Wesselink, A., K. S. Buchanan, Y. Georgiadou and E. Turnhout (2013). "Technical knowledge, discursive spaces and politics at the science–policy interface." Environmental Science & Policy 30: 1-9.

Course Evaluation and Development

Student feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are important. A brief survey will be conducted around

the middle of the semester to identify areas of student issues. Analysis of feedback will inform the reasonable adjustment of course content and delivery where possible. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Changes to the course will be introduced to subsequent cohorts of students taking the course.

Constructive feedback is greatly appreciated. We aim to continue to improve and update the course; play some part in helping us to do so. Share your feedback, your resources, your ideas. Play a part in facilitating the learning of all members of the class.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

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

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Image Credit

(Source: Shrestha 2019)

CRICOS

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.