



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

School of Social Sciences
and International Studies

SOCW 7883
International Advocacy and the UN:
The Politics of Contention



Semester 2, 2011

School of Social Sciences and International Studies

Faculty of Arts and Social Sciences, UNSW

SOCW 7883: International Advocacy and the UN: The Politics of Contention (6 Units of Credit)

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3. Staff contact details

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Consultation times: Students interested in informal consultations can email directly to schedule appointments.

4. Course details

What is *International Advocacy and the UN*

International Advocacy and the UN is a core course for two streams of the postgraduate program in Social Development: International Social Development; and Refugees and Forced Migration.

Course Aims

This course provides an overview of: 1) the UN system, 2) concepts in the contentious politics literature, and 3) lobbying and advocacy strategies, offering students the chance to engage in practical methods to link and take advantage of these three bodies of knowledge. Through coursework, lectures, discussions, guest speakers, and role plays, it challenges students to locate effective levers for change in the UN system, focusing particularly on five specific issues: gender rights, refugee rights, human rights, labour rights, and environmental reform. Armed with an understanding of the UN and grounded in the theories of contention, students will gain the skills needed to negotiate within the international system and to lobby and advocate for causes in the local, domestic, and international realms.

Student Learning Outcomes

At the completion of this course, students:

- Will have a foundational knowledge of the structure of the United Nations
- Will understand the basic concepts that underlie social movements, particularly those that are internationally focused
- Will have studied lobbying and advocacy techniques
- Will be able to apply course knowledge in order to design a campaign directed toward specialised UN agencies on issues such as: gender rights, refugee rights, human rights, labour rights, and environmental reform

These learning outcomes aim to promote graduate attributes sought by the University, in particular:

- the skills involved in scholarly enquiry;
- the capacity for analytical and critical thinking and for creative problem-solving;
- a capacity to contribute to, and work within, the international community;
- the skills of effective communication.

In accordance with UNSW Learning and Teaching Guidelines, we expect to engage students in learning through structured hands-on activities, encourage independent learning, and provide meaningful and timely feedback

5. Teaching strategies

This is a post-graduate course, and students are expected to undertake a significant amount of independent research into the issues under consideration. There is an expectation that students will use an analytical approach to their work, and show the ability to apply theory and to think critically. Evidence of this must be provided in all written work submitted for assessment.

An adult approach to learning is taken; that is students are responsible for the pace and amount of reading and extra research they do as well as attendance in classes, and for raising with the coordinator issues or problems with their learning. Students are also expected to take a participatory approach in classes so that knowledge is shared, questioned, and debated individually and in groups. Seminars may include presentations by the coordinator and guests and/or participants, group exercises, group discussion of assigned readings and audio-visual materials. Participation is not graded. However, it is a course expectation that assigned readings will be read by all participants prior to each seminar. Furthermore, it is a university expectation that students attend 80% of the classes and will extend the coordinator the courtesy of letting her/him know (where possible) if they are unable to attend. Make-up work will

be required of those who do not attend 80% of the classes or who do not participate in class work.

Seminars (Weeks 2 - 13) PLEASE NOTE THERE IS NO CLASS IN WEEK 1

- Tuesdays 7 – 9 Webster 256

Seminars commence in week one and are held on Tuesday evenings. Students need to enroll online for seminars. **An all-day seminar will be held on Saturday 13th August, venue to be advised, from 9:30am to 4:30pm. The Saturday seminar is compulsory and is held in lieu of all lectures in Weeks 1, 5 and 11.**

Please Note:

We are exploring contemporary issues with real-time changes and impacts in this course, and it is likely that we will need to supplement written published material with current online material. The web pages supplied in this course outline are an important source of information; please explore them thoroughly and seek other current informed sources, not including Wikipedia. Current and relevant handouts will be provided most weeks in class.

6. Course Schedule

Week 1: Tuesday 19th July – No classes in Lieu of Saturday class on 13th August

Week 2: Tuesday 26th July – Lecturer: Linda Bartolomei

Introduction to the Course. Issues, Advocacy, and Ethics.

In this introductory session, students will discuss the power of advocacy in today's globalised world. We will examine the five core issues that this course aims to cover through an advocacy standpoint: refugee rights, women's rights, human rights, labour rights, and environmental reform. For each of the five core issues, we will discuss current and emerging sub-issues, and highlight those with international relevance. We will also discuss the critical question of how to ensure that advocacy is conducted responsibly and ethically.

Week 3: Tuesday 2nd August – Lecturer: Linda Bartolomei

Campaign Strategies and Evaluation

This session will provide an introduction to the concepts and theories that underlie much of the current thinking about how organisations, institutions, and individuals lobby for reform in the local, national, and international realms. The session will cover campaign theory, strategic planning, SWOT analysis, action plans and evaluation.

Recommended Readings: Week 3

Sun Tzu, *The Art of War*, (Translation: Lionel Giles [1910]), Chapters 5 and 6.
Download from: <http://www.chinapage.com/sunzi-e.html#05> and
<http://www.chinapage.com/sunzi-e.html#06>.

Chris Rose, with Pat Dade, and Nick Gallie and John Scott (2005), 'Climate Change Communications – Dipping A Toe Into Public Motivation,' (May). Download from <http://documents.campaignstrategy.org/uploads/climatechangecommunications.pdf>.

CampaignStrategy.org. (2007). 'The Greenpeace Apple Computer Campaign,' in *Campaign Strategy Newsletter* 32, (23 April). Download from: http://www.campaignstrategy.org/newsletters/campaignstrategy_newsletter_32.pdf

Week 4a: Tuesday 9th August – Lecturer: Linda Bartolomei

Sub-topic summary due (see below, under Assessment).

The Skills of Advocacy: Research, writing, and strategy

Each group must bring one of each of the following to class, related to the group issue:

- *Fact sheet from an NGO*
- *Letter to editor in a local or international newspaper*
- *Blog entry*

In this session students will learn about and have the opportunity to practice the specific skills needed for generating an effective advocacy campaign. Exercises in class will encourage students to think creatively and strategically, as well as providing the tools to conduct research, write letters and media briefings, and identify targets and agents of change.

Readings: Week 4

Blitz, B. (2009) 'Advocacy Campaigns and Policy Development,' *Forced Migration Review*, (April) 32, p. 25-26. Download from: <http://www.fmreview.org/FMRpdfs/FMR32/25-26.pdf>

Global Partnership for the Prevention of Armed Conflict. (2009). 'GPPAC Awareness Raising Toolkit, Version 1,' Download from: <http://www.gppac.net/uploads/File/Programmes/Awareness%20Raising/toolkit/AR%20toolkit%20English%20-%20As%20of%2015.03.09.pdf>

From the Community Tool Box: <http://ctb.ku.edu>

- 'Creating and Using Community Report Cards.' Download from: http://ctb.ku.edu/tools/en/chapter3_section18_main.htm
- 'Developing Baseline Measures of Behavior.' Download from: http://ctb.ku.edu/tools/en/sub_section_main_1044.htm
- 'Preparing press releases.' Download from: http://ctb.ku.edu/tools/en/sub_section_main_1061.htm
- 'Creating fact sheets on local issues.' Download from: http://ctb.ku.edu/tools/en/sub_section_main_1073.htm
- 'Writing letters to elected officials.' Download from: http://ctb.ku.edu/tools/en/sub_section_main_1238.htm

Clark, A. (1995) 'Non-Governmental Organizations and their Influence on International Society,' *Journal of International Affairs*, 48 (2), p. 507-525.

Week 4b: Saturday 13th August — Lecturers: Linda Bartolomei and Effie Mitchell

Advocacy at the United Nations - All Day Seminar(9:30am-4:30pm), in TBA (This Seminar is in lieu of evening classes in Weeks 1, 5 and 10)

Film "Only Rape": screening and discussion

In this session we will explore the structure of the United Nations and the role of governments and NGOs in human rights related advocacy. An advocacy campaign for the rights of refugee women to protection from rape and sexual violence will be used as a case study.

Be sure to bring coffee and/or lunch as the cafés on campus may not be open on Saturday.

The day will also be recorded on ilecture, which you can access online if you have a valid reason for missing the day.

Readings:

Pittaway, E. & Thomson, J. (2008). 'Working with UNHCR: A Guide to Participate in UNHCR's Annual Consultations with NGO's and Executive Committee Meetings,' Draft.

Gordenker, L. & Weiss, T. (1996) 'Pluralizing Global Governance: Analytical Approaches and Dimensions,' in *NGOs, the UN, and Global Governance*, Weiss, T. & Gordenker, L, Ed., Lynne Rienner Publishers, London, Chapter 1, p. 17-47.

United Nations High Commissioner for Refugees. (2007) Draft Conclusion on Children at Risk, Draft, Revision 4, July 26.

Week 5 – NO classes in Lieu of Saturday class on 13th August.

Week 6: Tuesday August 23– Lecturer: Linda Bartolomei

Global Civil Society

In this session we will examine the interaction between global civil society and the UN, focusing on the organs of the UN most relevant to the course's five issue areas. We will study the international mechanisms that inform the work of the relevant UN agencies, including structures, meetings, and international/regional treaties.

Readings: Week 6

Stiftung et al. (2006) Paper on NGO Participation at the United Nations, Submission to the President of the General Assembly. Download from: <http://www.globalpolicy.org/component/content/article/177/31756.html>

Clark, A. et al. (1998) 'The Sovereign Limits of Global Civil Society: A Comparison of NGO Participation in UN World Conferences on the Environment, Human Rights, and Women,' *World Politics*, 51 (1), p. 1-35.

Hannum, H. (1999). 'Implementing Human Rights: An Overview of NGO Strategies and Available Procedures,' *Guide to International Human Rights Practice*, 3rd ed,

Hannum, H., Ed., Transnational Publishers, Inc., Ardsley, New York, Chapter 2, p. 19-40.

Betts, A. (2009) *Forced Migration and Global Politics*, Wiley-Blackwell, Oxford, England, Chapter 4, p. 80-98.

Rosen, S. (2000) *International Labor Organizations*, at Global Policy Forum (18 September). Download from <http://www.globalpolicy.org/component/content/article/219/46728.html>

Week 7: Tuesday August 30th

Reading Week – NO classes

Mid-semester break (3rd– 11th September)

Week 8: Tuesday 13th September – Linda Bartolomei

Social Movements and the Politics of Contention

This session will examine the theories of social movements and contentious politics, offering a historical and conceptual framework to explain the processes and models that inform collective action. Students will explore the actions, norms, and institutions that permit and/ or restrict political mobilisation. The emerging work on transnational activism will also be discussed.

Readings: Week 6

Keck, M. & Sikkink, K. (1999) 'Transnational Advocacy Networks in International and Regional Politics,' *International Social Science Journal*, 51 (159) p. 89-101.

McAdam, D. et al. (2001) *Dynamics of Contention*, Cambridge University Press, Cambridge, England. Chapter 2, p. 38-71.

Sikkink, K. (2005) 'Patterns of Dynamic Multilevel Governance and the Insider-Outsider Coalition,' in *Transnational Protest & Global Activism: People, Passions and Power*, Della Porta, D. & Tarrow, S., Ed., Rowman & Littlefield Publishers, New York, Chapter 7, p. 151-174.

Tarrow, S. (2005) *The New Transnational Activism*, Cambridge University Press, Cambridge, England. Chapter 2, p. 15-34.

Tilly, C. & Tarrow, S. (2007). *Contentious Politics*, Paradigm Publishers, London. Chapter 2, p. 27-44.

Week 9: Tuesday 20th September

Group Presentations

Drawing on campaign theory, advocacy techniques, and knowledge about the structure of the UN and related conventions, students will prepare a campaign strategy on one of the course's five issues, specifically targeted to the appropriate UN meeting(s). (See below under Assessment).

Week 10: Tuesday 27th September

Group Presentations

Drawing on campaign theory, advocacy techniques, and knowledge about the structure of the UN and related conventions, students will prepare a campaign strategy on one of the course's five issues, specifically targeted to the appropriate UN meeting(s). (See below under Assessment).

Week 11: Tuesday 4th October

No classes in lieu of the Saturday seminar

Week 12: Tuesday 11th October

Group Presentations

Drawing on campaign theory, advocacy techniques, and knowledge about the structure of the UN and related conventions, students will prepare a campaign strategy on one of the course's five issues, specifically targeted to the appropriate UN meeting(s). (See below under Assessment).

Week 13: Tuesday 18th October – Linda Bartolomei

Wrap Up

In the last week of the course, we will take a hard look at the effectiveness of UN lobbying. Given the fact that many countries have not ratified UN treaties, others have not incorporated these treaties into domestic legislation, and still others simply ignore the resolutions of the UN, what can we expect from UN lobbying? What can we achieve from campaigning at the UN, and what remains to be done?

Readings: Week 13

Tilly, C. (2004). *Social Movements, 1768-2004*, Paradigm Publishers, London. Chapter 5, p. 95-122.

Alston, P. (1994) 'The UN's Human Rights Record: From San Francisco to Vienna and Beyond,' *Human Rights Quarterly*, 16 (2) p. 375.

Martens, K. (2006) 'NGOs in the United Nations System: Evaluating Theoretical Approaches,' *Journal of International Development*, 18, p. 691-700.

8. Resources for Students

Readings for this class can be found on Blackboard and these will be supplemented with additional current readings on some weeks. In addition, students will be expected to conduct a significant amount of independent research on the advocacy topic that will drive their final research project. In addition to academic articles, such research will necessarily include up-to-date web material from research and advocacy organisations. Please keep in mind that rigorous research will rely upon varied and numerous sources of information. Current, peer-reviewed documents are critical. References should be cited using the Harvard referencing system, and should be re-checked for accuracy before submission.

Additional Resources:

On Campaigning

- CampaignStrategy: <http://www.campaignstrategy.org/>
- Community Tool Box: <http://ctb.ku.edu/en/>

On Key Issues:

- Human Rights Watch: www.hrw.org
- Amnesty International: www.amnesty.org
- Centre on Housing Rights and Evictions: <http://www.cohre.org/>
- Oxfam International: www.oxfam.org
- Center for Economic and Social Rights: <http://www.cesr.org/>
- Refugees International: www.refugeesinternational.org
- Australian Human Rights Commission: <http://www.hreoc.gov.au/>

On the UN and related bodies:

- United Nations: www.un.org
- Non-governmental liaison service: www.un-ngls.org
- Global Policy Forum: www.globalpolicy.org
- UN Documentation Centre (Declarations and Conventions in GA resolutions): http://www.un.org/documents/instruments/docs_en.asp

9a. Assessment

Sub-topic summary: (one per group)

In week5, each group is required to hand in a brief (no more than 250 words) overview of the topic for the subsequent group presentations (see below). This should describe:

- the specific sub-topic within your issue focus for which you plan to advocate
- the UN meeting that you plan to 'attend' to conduct your advocacy campaign
- relevant UN Conventions and regional treaties to which you can link your issue and how you might rely on these

This will be returned to you in week 6. It is a hurdle requirement, designed to assist you in ensuring that you are on track and as such will not be awarded a mark.

*Please include the name of everyone in your group on the summary.

Final grades in this course will be based on the following:

Midterm paper: Advocacy Analysis (1500 words): **40%**
Due Date: Week 6–Tuesday August 23

Select an advocacy campaign (current or recently completed) that has been covered in the press. You may choose a local or international campaign, on any topic (human rights, environment, poverty, etc.). The most important criterion is that you choose a campaign for which there is enough public material that you can explain, in both practical and conceptual terms, the dynamics and trajectory of the advocacy campaign.

1. Describe, briefly, the objectives of the campaign you have selected. (250 words or less)
2. Analyse the campaign from a practical and conceptual standpoint. (1000 words or less)
 1. What are the strategies, tactics, target groups, and public messages of the campaign?
 2. Identify the mobilising structures, frames, and repertoires of contention of the campaign.
 3. Describe the political opportunity structures that permitted or obstructed the campaign.

4. Relying on both the practical and theoretical responses you have given, evaluate the campaign. In your opinion, how effective was the campaign?
3. How could this issue be internationalised? Name the UN agencies you would target, and suggest three specific actions you would recommend at the UN to further the goals of this campaign. If the campaign is already an international one, recommend how it could be further internationalised (250 words or less).

Learning Outcomes:

The purpose of this assessment is to assist students to: be able to critically evaluate an advocacy campaign in practical, conceptual and political terms and to assess its suitability as a model for international advocacy.

Graduate attributes:

- the capacity for analytical and critical thinking and for creative problem-solving;
- a capacity to contribute to, and work within, the international community;
- the skills of effective communication.

Marking Guide: Marks will be awarded according to the following criteria: appropriate and accurate reference to concepts from the readings and from class; concise and clearly presented arguments; originality of thinking, and proper citations.

**Group Presentation: Advocacy at the UN:
Weeks 9, 10, and 12**

30%

Drawing on campaign theory, advocacy techniques, and knowledge about the structure of the UN and related conventions, students will prepare a campaign strategy on one of the course's five issues, specifically targeted to the appropriate UN meeting(s). You can assume that you are already a member of NGO that has access to the UN. Each group will have approximately 45 minutes to present its campaign, which should, at the very least, include:

- Presentation of key issues that will surface at the meeting
- Analysis of relevant current documents
- Suggestions for changes in text of relevant documents
- Targets for lobbying (UN officials, officials from relevant states, etc.)
- Other agencies / NGOs with whom you plan to coordinate
- Meetings you plan to attend/set up
- Message for targets in concise and persuasive language
- Difficulties that you anticipate

You must also create, and hand in on the day of your presentation, at least four communication instruments.

Two must be from this category:

- editorial to a local or international paper
- briefing letter to a UN policymaker or elected official
- press release
- fact sheet for distribution at the UN meeting.

One must be from this category:

- an entry on a relevant blog (you must specify which one)
- an email message to a listserve (you must specify which one)

One (or more) creative items can be from this category:

- a poster or flier
- a cartoon

- a script for a 30 second radio or TV piece
- a plan for messages in other forms of electronic advocacy
- a plan for a march or demonstration
- etc.

Along with the communication instruments, a group assignment sheet with the name and student number of each group participant must be submitted on the night of the presentation and signed by all group participants. (One cover sheet per group). This must state the date, the attendance time, (ie Tuesday 5 – 7 pm), the advocacy issue, and the members of the group. If group members feel that one or more groups' members have not pulled their weight, or have been disruptive in their input, this must be noted on the submission sheet and signed off. This will then be discussed with the group by the lecturer and taken into consideration when awarding group marks.

IF THIS JOINT ASSIGNMENT SHEET IS NOT SUBMITTED MARKS MAY NOT BE AWARDED FOR THIS ASSIGNMENT.

Learning Outcomes:

The purpose of this assessment is to assist students to: to conceptualise and develop an effective international advocacy campaign

Graduate attributes:

- the capacity for analytical and critical thinking and for creative problem-solving;
- the skills of effective communication.

Marking Guide: Marks will be awarded according to the following criteria: structure and polish of presentation, use of tools and techniques learned throughout the semester, clarity and force of ideas, comprehensiveness of approach, well-strategized plan, and persuasiveness of communication instruments.

Final Assignment: Analysis of Campaign (1000 words): 30%
Due Date: Week 13 (Tuesday 18th October)

For your final assignment, you must submit an individual paper addressing the following issues:

1. Describe the UN agency (or agencies) that your group targeted. Analyse the agency's potential for being influenced by advocacy, commenting on any factors that may help to answer this question, such as its current priorities, structure, leadership, external accountability, international factors, and so on.
2. One of the most important aspects of any advocacy campaign is its evaluation. In your opinion, what are the indicators of success for your campaign? Did you achieve these? What might have been improved?
3. Select one of the other group presentations. Give one constructive example of a specific element of your own campaign that might have helped to improve theirs.

Learning Outcomes:

The purpose of this assessment is to assist students to: be able to critically evaluate an advocacy campaign in practical, conceptual and political terms and to assess its suitability as a model for international advocacy.

Graduate attributes:

- the capacity for analytical and critical thinking and for creative problem-solving;

- the skills involved in scholarly enquiry;

Marking Guide: Marks will be awarded on comprehension of the specific UN agency targeted and its relationship to the campaign, creative and persuasive analysis, and clarity of writing.

Assessments

In order to pass the course students are expected to actively participate in at least 80% of all scheduled classes and to submit **and pass** all assignments. If you wish your marked assignment to be returned to you by mail please attach a self-addressed stamped envelope.

Word limit

All written assignments are expected to fall within 10% of the set word limit. Assignments which are longer than the prescribed word limit will only be marked to that point plus 10%. Word length is exclusive of in text references, reference list, footnotes and appendices.

Group presentations

Groups presentations are expected to keep within 5 minutes of the agreed time limit. Presentations running longer than this time limit will be stopped after the 5 minutes warning.

9. Submission of assignments and extensions

Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box. These will be stamped by the School Office with the receipt date in case of late submission only.

Students are also required to submit an electronic copy of the assignment on Blackboard using Turnitin.

BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED ON THE DUE DATE TO AVOID A LATE PENALTY.

It is the student's responsibility to keep a copy of their work in case of loss of an assignment.

All assignments must be submitted with an Assignment Declaration form signed by the student (required for all assignments). These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below).

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark) per day late, including weekends. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not. Extensions will only be granted in situations of documented medical or unexpected personal/family crisis and need to be applied for in writing prior to the due date.

Normally assignments are returned in tutorials. For assignments with due dates from Week 10 onwards, students may request for the marked assignment to be returned to them by attaching a self addressed stamped envelope to their

assignment. Assignments without a return envelop will be kept by the course coordinator.

10. Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course. The course content, teaching and assessment methods are regularly reviewed and updated taking student feedback into account. One recent example of this relates to the presentation time allocated for the presentations. Based on student feedback this reduced to 10 minutes for each student in order to allow for additional course content to be covered.

COURSE POLICIES

11. Class attendance and communication

Students are expected to attend tutorials/seminars. A satisfactory attendance record of at least 80% is expected. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

12. Extension for submission of work

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

13. Special consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states "The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks."

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

"Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory." (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

14. Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

15. Occupational health and safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

16. Student support services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at

<http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/