



UNSW Business School Course Outline

Online, Weekly

Study Level
Postgraduate

Term
Term 2

UOC
6

Location
Online,
WeeklyIntensive,
Sydney CBD

School
AGSM

1. Course Details

Summary of Course

Our **broad aim** in Approaches to Change is to help you strengthen your effectiveness as a change agent, defining 'change agent' very broadly as:

'a person who attempts to positively influence organisational change through his or her own actions and through influencing the actions of others'.

The course focuses on:

- concepts, frameworks and theories that you can use to guide your thinking and practice as a change agent
- tools and methods that you can use in critically important change processes such as:
 - diagnosing what needs to be changed
 - deciding on the best change to make
 - building the required level of commitment to support and enact the change
 - understanding and handling resistance.

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.

As well as being offered in online mode, this course is scheduled to be offered in face-to-face Intensive mode. At the time of publishing this Course Outline UNSW is reactivating campus, but there is a chance that there could be subsequent COVID-19 restrictions.

If it is not possible to gather together for the two Intensive weekends, we will offer the course asynchronously online in Moodle. This mode will be augmented by some synchronous online discussions on the days of the scheduled Intensive weekends. Attendance at these discussions will be optional and they will be recorded for students who are unable to attend.

[https://www.covid-19.unsw.edu.au/
View course timetable](https://www.covid-19.unsw.edu.au/View_course_timetable)

Course Policies & 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

[View course Policies and Support](#)

Course Aims and Relationship to Other Courses

The central goals of the course are to encourage and enable you to:

- critically examine the concepts, frameworks and theories that have previously influenced your perspectives on change management and your approach to managing change
- extend and enrich your repertoire of ideas and perspectives
- analyse, evaluate and improve your own change-management practices and the change-management practices in your organisation
- expand your change agent toolkit and repertoire and develop the situational judgement to choose the best tools for particular change-management challenges.

To support these goals, successive Units in the course include:

- a range of concepts, frameworks and theories for understanding change and change management
- a variety of tools that you can use in critically important activities such as diagnosis, decision-making, assessing readiness for change and building commitment for change.

The course has a strong focus on practical application. The online dialogues, videoconferences and written assessments provide many opportunities to apply the course concepts - to yourself and your own practice as a change agent, to the change-management practices in your organisation, and to organisational case studies.

2. Quality Assurance and Course Alignment

Quality Assurance

The program is aligned to a number of international standards, to ensure the courses you study are high quality. At present, this includes designing courses to:

- meet [Association to Advance Collegiate Schools of Business \(AACSB\)](#) accreditation standards, through the measurement of students program-level learning outcomes
- align with the [United Nations Principles for Responsible Management Education \(UNPRME\)](#)
- meet Australian educational and government governing body requirements, e.g. the [Australian Qualifications Framework \(AQF\)](#) and [Tertiary Education Quality and Standards Agency \(TEQSA\)](#) standards
- [European Quality Improvement System \(EQUIS\)](#) accreditation is also held by UNSW Business School.

Student Learning Outcomes

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
Work flexibly with a more expansive and diverse repertoire of ideas and perspectives - sometimes selecting particular perspectives for particular purposes, at other times working with multiple perspectives	PLO 1: Business knowledge	Assessment 2 : Action learning reviews Assessment 3 : De-biasing diagnosis and decision-making Assessment 4 : Analysis and evaluation of a change agent's effectiveness
Apply a systematic approach to change management that you can explain and justify to others	PLO 2: Problem solving	Assessment 1 : Participation in online dialogues Assessment 2 : Action learning reviews Assessment 3 : De-biasing diagnosis and decision-making Assessment 4 : Analysis and evaluation of a change agent's effectiveness
Analyse and constructively critique a variety of different approaches to managing and leading change, and the ideas and assumptions that underpin them		Assessment 2 : Action learning reviews Assessment 3 : De-biasing diagnosis and decision-making Assessment 4 : Analysis and evaluation of a change agent's effectiveness
Apply ideas and tools from the course to analyse the needs and opportunities for change, design changes and change processes, and devise effective ways of managing change		Assessment 2 : Action learning reviews Assessment 3 : De-biasing diagnosis and decision-making Assessment 4 : Analysis and evaluation of a change agent's effectiveness

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
Clearly articulate the concepts, frameworks and theories that guide your understanding of organisational change and your practices in managing change	PLO 3: Business communication	Assessment 1 : Participation in online dialogues Assessment 2 : Action learning reviews Assessment 3 : De-biasing diagnosis and decision-making Assessment 4 : Analysis and evaluation of a change agent's effectiveness
Understand others' approaches to leading and managing change	PLO 4: Teamwork	Assessment 1 : Participation in online dialogues
Apply a systematic approach to change management that you can explain and justify to others		
Identify and consider ethical, environmental and/or sustainability issues in making decisions about organisational change	PLO 5: Responsible business practice	
Consider cultural and social dimensions of organisational change in your change-management practice	PLO 6: Global and cultural competence	
Use the action learning cycle to continually examine and strengthen your approaches to managing and leading change	PLO 7: Leadership development	Assessment 2 : Action learning reviews Assessment 4 : Analysis and evaluation of a change agent's effectiveness

3. Staff Contact Details

Position	Name	Email	Location	Phone	Consultation Times
Facilitator in Charge	Geoffrey Mortimore	Email	–	–	–

Facilitator in Charge

Each course has a Facilitator in Charge who is responsible for the academic leadership and overall academic integrity of the course. The Facilitator in Charge selects content and designs assessment tasks, and takes responsibility for specific academic and administrative issues related to the course. Facilitators in Charge oversee Facilitators and ensure that the ongoing standard of facilitation in the course is consistent with the quality requirements of the program.

Facilitator

The role of your Facilitator is to support and enhance the learning process by encouraging interaction among participants, providing direction in understanding the course content, assessing participant progress through the course and providing feedback on work submitted. Facilitators comprise academics and industry practitioners with relevant backgrounds.

Learning Activities and Teaching Strategies

Learning activities

In both the Online Weekly and the Intensive deliveries of the course:

- an introductory videoconference will provide an opportunity to get to know other course participants and your Facilitator, and to clarify the assessment requirements and learning processes in the course.

In the Online Weekly delivery of the course:

- six week-long online dialogues and two additional videoconferences provide the main platforms for you to engage with other course participants and your Facilitator, as you explore and apply the ideas and tools in the course
- the online dialogues offer opportunities to share your experiences as a change agent and your reflections on the challenges of organisational change, and to report about how you are applying what you are learning from the course in your work.
- your contributions to the online dialogues comprise the first assessment in the course.

In the Intensive delivery of the course:

- two non-consecutive weekends provide opportunities to apply the course concepts in a variety of participative activities and to work with your colleagues in the classroom to devise and implement ways of handling particular challenges in change management
- two online dialogues provide additional opportunities for you to share your reflections on the course
- your contributions to the Intensive weekends and to the two online dialogues comprise the first assessment in the course.

In both modes of delivery, you will be encouraged to:

- continually apply course concepts to your work as a change agent, and to analyse and evaluate how change is led and managed in your organisation and other organisations
- use the action learning cycle to translate your reflections into action plans - either for your own development or for influencing the ways other lead and manage change - and then to implement some of your plans during the course.

In both the Online Weekly and the Intensive deliveries of the course, there are three written assessments:

- The first provides an opportunity to examine your own approaches to change - in particular, your approaches to influencing and motivating others to change.
- In the second written assessment, you will analyse and evaluate some biases in organisational diagnosis and decision-making, suggest some hypotheses to explain the biases, and outline some measures to reduce or eliminate the biases.
- In the final written assessment, you will interview an experienced change agent about a change in which they played a significant managerial or leadership role and write an analysis and evaluation of their effectiveness.

These three assessments will enable you to practise and improve your skills in:

- diagnosis (identifying change issues that need to be addressed) and decision-making (deciding on changes to address the issues)
- analysing and evaluating approaches to change - your own and others'
- framing well-formulated plans for improved approaches - for your own development as a change agent, and for improved approaches to change in your organisation.

Learning partner or study group

You are encouraged to seek out a learning partner or study group. A learning partner or study group can add a great deal of value to your learning in the course.

In forming your learning partnership/study group, it will be helpful to read the introductions that members of the class post in the online classroom. Once you have selected a learning partner/study group, spend some time discussing your learning goals for the partnership/group and the ways in which you will be working together, as well as the timing and location of your meetings.

Course Structure

Introduction

Unit 1 sets the scene by outlining a framework for understanding the variety of processes involved in organisational change. We look at some distinctions between different types of change and at the different roles that change agents can play in organisational change. The Unit concludes with an examination of the reasons for the high failure rates in change programs.

Section 1: Influencing change

Unit 2 outlines some theories about the factors that influence human behaviour and discusses the implications of these theories for the change agent. In Unit 3, we look at the sources of power and the influencing methods that a change agent might use to bring about change.

Section 2: Perspectives on change

In this section, we examine some perspectives and theories that have significantly influenced change-management thinking and practice.

Unit 4 outlines the strategic perspective and the systems-thinking approach to understanding organisational change. In Unit 5, we explore a variety of perspectives on change and how a change agent could operate with multiple theories and perspectives.

Section 3: Diagnosis and prescription

Units 6 and 7 outline methods and tools for diagnosing the core change issues that need to be addressed, and for deciding on the best change to address these issues.

Section 4: Creating momentum for change

In Unit 8, we examine a variety of approaches to building commitment to change and, in Unit 9, ways of understanding resistance to change and constructively responding to it.

Unit 10 reviews some models of change leadership.

5. Assessment

Formal Requirements

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50% to pass the course. Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

Assessment Structure

Assessment	Task	Weighting (%)	Length	Due Date	Individual / Group
Assessment 1	Participation in online dialogues	30	Each posting not to exceed 200 words	Weeks 1, 3, 5, 7, 9, & 10	Individual
Assessment 2	Action learning reviews	15	1,000 words	Monday 27 June 2022 (Week 5) by 3pm Sydney time	Individual
Assessment 3	De-biasing diagnosis and decision-making	25	1,500 words	Monday 25 July 2022 (Week 9) by 3pm Sydney time	Individual
Assessment 4	Analysis and evaluation of a change agent's effectiveness	30	2,500 words	Monday 15 August 2022 (Week 12) by 3pm Sydney time	Individual

Assessment Feedback

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 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. participation) will be provided prior to the midpoint of the course.

Assignment Submission Procedure

Unless otherwise stipulated in the specific details for each of your assessments, please prepare and submit your assessments in accordance with the following.

The word limit for assessment length

Please note that any text that goes beyond the word limit will not be read in grading the assessment.

The word count for an assessment **includes** all text, tables, figures and diagrams contained in the body of the assessment and **excludes** the references list.

Assessment format

Students are required to submit assessments in Word, in a format suited to a professional audience, with a Header or Footer containing your name and zID.

Headings

Heading 1 Font size: 14 point

Heading 2 Font size: 12 point

Text style: Bold

Body text

Font size: 12 point

Line spacing: Single, with an additional line space between paragraphs

Text style: Normal

Assessment file name

Please use the following file naming convention for each assessment:

z9999999_surname_[XXXX1111]_22T2_Asst1

where:

- z9999999 is your student ID
- surname is your family name
- XXXX1111 is the course code
- 22T2 is the term name (2022, Term 2)
- Asst1 is the Assessment number (Asst2 for Assessment 2)

Assessment submission

1. You must submit your assessments through your online classroom in Moodle. Email submission is not an acceptable submission format at UNSW.

2. Written-assessment submission in Moodle is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to detect plagiarism. You can access Turnitin submission resources under the 'Assessments' section in your online classroom in Moodle. More information about plagiarism can be found [here](https://student.unsw.edu.au/plagiarism) (https://student.unsw.edu.au/plagiarism)

3. You may submit multiple drafts prior to the submission due date. This enables you to review the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism before you submit your final version for marking. The first draft submitted will be analysed and returned quickly (within approximately 15 minutes). After three draft submissions, additional drafts will take 24 hours to process and return. Please note that draft assessments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).

4. Submission of audio-visual assessments should be completed by uploading the final version of the

assessment to a file sharing site (for example, OneDrive, Dropbox, SharePoint, YouTube, etc.) and then sharing a link to the appropriate submission location in your class Moodle page to enable your Facilitator to access and view/download the file.

5. Late submissions can be uploaded but will be marked as such and will be subject to late penalties of 5% of the assessment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin, please contact your Class Facilitator or AGSM Student Experience at once.

6. Extensions to assessment deadlines may be granted in exceptional circumstances. See information about UNSW's Special Consideration [here](https://student.unsw.edu.au/special-consideration) (https://student.unsw.edu.au/special-consideration)

7. Assessment tasks will normally be reviewed, and feedback provided, within 10 working days of submission.

8. Please keep a copy of your assessment.

Special Consideration

You must submit all assignments and attend all examinations scheduled for your course. 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. Special Consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Please note the following:

- Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when you lodge an online application for special consideration.
- Decisions and recommendations are only made by lecturers-in-charge/course coordinators (or by the Faculty Panel in the case of final exam special considerations), not by tutors.
- Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
- Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under 'Special Consideration' on the [Policies and Support](#) page.

6. Course Resources

Course materials

The course materials comprise the Course Outline, the Assessment Details document, and 10 Units, each of which has one or more associated readings.

Each Unit comprises outlines of a range of topics, with exercises and readings. The outlines and readings provide concepts, frameworks and theories to help you reflect on your practice as a change agent and the change-management practices in organisations, and to devise plans to improve your effectiveness as a change agent. The exercises in the Units encourage you to continually apply the course ideas to yourself and to your work as a change agent, and to explore their practical implications for your development. All course materials are posted in your Moodle online classroom, where you will also find other resources, e.g. guidance about writing assessments and details of assessment criteria.

The readings in each Unit are available via active hyperlinks or URLs. Please note that you may be required to enter your UNSW zID and zPass in order to access these hyperlinked readings.

Your Class Facilitator

Your Class Facilitator will support your learning by:

- conducting videoconferences
- facilitating online dialogues
- giving guidance about course content and assessment requirements
- providing feedback on the assessments that you complete during the course
- assessing your progress through the course.

7. Course Evaluation & Development

Continual Course Improvement

AGSM courses are reviewed each time they run, with updated course outlines and assessment tasks developed.

Additionally, the AGSM surveys students each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is considered during all course revisions.

Student Response

Students commented favourably on the relevance and applicability of the course materials. One student commented: "I feel like I will revisit multiple aspects of the course in the near and long distant future, and find additional insights". Many commented on the high quality of the learning experience in the two intensive weekends.

Students expressed concern about the amount of reading and about the workload in the course. Some students asked for clearer advance advice about workload and more clarity about the logic in the sequence of topics covered in the course.

Response to Student Feedback

For the Term 2, 2022 presentation of the course:

- since the course provides a wide range of ideas in order to cater for the diversity of students' backgrounds and learning goals, there will be clearer recommendations to focus on areas of course content that are of most relevance to each student's work
- clearer guidance will be given in the introductory videoconference about how to read selectively and how to manage study workload to avoid undue pressure or stress
- a brief outline of the rationale for the sequence of topics covered in the course will be provided
- online dialogue tasks have been clarified and scaled down.

8. Course Schedule

Week	Activity	Topic	Detail/Engagement	Assessment Task
Week 1	Introductory videoconference and Dialogue 1	Unit 1 Change management and change agents	Introductory videoconference	Assessment 1 : Participation in online dialogues
Week 2	-	Unit 2 Theories of human behaviour	–	–
Week 3	Dialogue 2	Unit 3 Power and influence in organisational change	–	Assessment 1 : Participation in online dialogues
Week 4	-	Units 4 Perspectives on change	–	–
Week 5	Dialogue 3	Unit 5 Working with multiple perspectives	Assessment 2 is due on Monday 27 June 2022 by 3pm Sydney time	Assessment 2 : Action learning reviews Assessment 1 : Participation in online dialogues
Week 6	Videoconference	Unit 6 Diagnosis	Videoconference 2	–
Week 7	Dialogue 4	Unit 7 Deciding on the best change to make	–	Assessment 1 : Participation in online dialogues
Week 8	-	Unit 8 Building commitment to change	–	–
Week 9	Dialogue 5	Unit 9 Resistance to change	Assessment 3 is due on Monday 25 July 2022 by 3pm Sydney time	Assessment 3 : De-biasing diagnosis and decision-making Assessment 1 : Participation in online dialogues
Week 10	Dialogue 6	Unit 10 Change leadership	–	Assessment 1 : Participation in online dialogues
Week 11	Videoconference	–	Videoconference 3	–
Week 12	-	–	Assessment 4 is due on Monday 15 August 2022 by 3pm Sydney time	Assessment 4 : Analysis and evaluation of a change agent's effectiveness

9. Policies and Support

Information about UNSW Business School protocols, University policies, student responsibilities and education quality and support.

Program Learning Outcomes

The Business School places knowledge and capabilities at the core of its curriculum via seven Program Learning Outcomes (PLOs). These PLOs are systematically embedded and developed across the duration of all coursework programs in the Business School.

PLOs embody the knowledge, skills and capabilities that are taught, practised and assessed within each Business School program. They articulate what you should know and be able to do upon successful completion of your degree.

Upon graduation, you should have a high level of specialised business knowledge and capacity for responsible business thinking, underpinned by ethical professional practice. You should be able to harness, manage and communicate business information effectively and work collaboratively with others. You should be an experienced problem-solver and critical thinker, with a global perspective, cultural competence and the potential for innovative leadership.

All UNSW programs and courses are designed to assess the attainment of program and/or course level learning outcomes, as required by the [UNSW Assessment Design Procedure](#). It is important that you become familiar with the Business School PLOs, as they constitute the framework which informs and shapes the components and assessments of the courses within your program of study.

PLO 1: Business knowledge

Students will make informed and effective selection and application of knowledge in a discipline or profession, in the contexts of local and global business.

PLO 2: Problem solving

Students will define and address business problems, and propose effective evidence-based solutions, through the application of rigorous analysis and critical thinking.

PLO 3: Business communication

Students will harness, manage and communicate business information effectively using multiple forms of communication across different channels.

PLO 4: Teamwork

Students will interact and collaborate effectively with others to achieve a common business purpose or fulfil a common business project, and reflect critically on the process and the outcomes.

PLO 5: Responsible business practice

Students will develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations.

PLO 6: Global and cultural competence

Students will be aware of business systems in the wider world and actively committed to recognise and respect the cultural norms, beliefs and values of others, and will apply this knowledge to interact, communicate and work effectively in diverse environments.

PLO 7: Leadership development

Students will develop the capacity to take initiative, encourage forward thinking and bring about

innovation, while effectively influencing others to achieve desired results.

These PLOs relate to undergraduate and postgraduate coursework programs. Separate PLOs for honours and postgraduate research programs are included under 'Related Documents'.

Business School [course outlines](#) provide detailed information for students on how the course learning outcomes, learning activities, and assessment/s contribute to the development of Program Learning Outcomes.

RELATED DOCUMENTS

- [Undergraduate Honours Program Learning Goals and Outcomes \(pdf\)](#)
- [Master of Philosophy Program Learning Goals and Outcomes \(pdf\)](#)
- [Doctor of Philosophy Program Learning Goals and Outcomes \(pdf\)](#)

UNSW Graduate Capabilities

The Business School PLOs also incorporate [UNSW graduate capabilities](#), a set of generic abilities and skills that all students are expected to achieve by graduation. These capabilities articulate the University's institutional values, as well as future employer expectations.

UNSW Graduate Capabilities	Business School PLOs
Scholars capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems.	<ul style="list-style-type: none">• PLO 1: Business knowledge• PLO 2: Problem solving• PLO 3: Business communication• PLO 4: Teamwork• PLO 7: Leadership development
Entrepreneurial leaders capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change	<ul style="list-style-type: none">• PLO 1: Business knowledge• PLO 2: Problem solving• PLO 3: Business communication• PLO 4: Teamwork• PLO 6: Global and cultural competence• PLO 7: Leadership development
Professionals capable of ethical, self-directed practice and independent lifelong learning	<ul style="list-style-type: none">• PLO 1: Business knowledge• PLO 2: Problem solving• PLO 3: Business communication• PLO 5: Responsible business practice
Global citizens who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.	<ul style="list-style-type: none">• PLO 1: Business knowledge• PLO 2: Problem solving• PLO 3: Business communication• PLO 4: Teamwork• PLO 5: Responsible business practice• PLO 6: Global and cultural competence

While our programs are designed to provide coverage of all PLOs and graduate capabilities, they also provide you with a great deal of choice and flexibility. The Business School strongly advises you to choose a range of courses that assist your development against the seven PLOs and four graduate capabilities, and to keep a record of your achievements as part of your portfolio. You can use a portfolio as evidence in employment applications as well as a reference for work or further study. For support with selecting your courses contact the UNSW Business School [Student Centre](#).

Academic Integrity and Plagiarism

Academic Integrity is honest and responsible scholarship. This form of ethical scholarship is highly valued at UNSW. Terms like Academic Integrity, misconduct, referencing, conventions, plagiarism, academic practices, citations and evidence based learning are all considered basic concepts that successful university students understand. Learning how to communicate original ideas, refer sources, work independently, and report results accurately and honestly are skills that you will be able to carry beyond your studies.

The definition of academic misconduct is broad. It covers practices such as cheating, copying and using another person's work without appropriate acknowledgement. Incidents of academic misconduct may have serious consequences for students.

Plagiarism

UNSW regards plagiarism as a form of academic misconduct. UNSW has very strict rules regarding plagiarism. Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. All Schools in the Business School have a Student Ethics Officer who will investigate incidents of plagiarism and may result in a student's name being placed on the Plagiarism and Student Misconduct Registers.

Below are examples of plagiarism including self-plagiarism: **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement of authorship.

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: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes:

- Students providing their 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 and passing it off as your own
- 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

Collusion should not be confused with academic collaboration (i.e., shared contribution towards a group task).

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

Self-Plagiarism: 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

To see if you understand plagiarism, do this short quiz: <https://student.unsw.edu.au/plagiarism-quiz>

Cheating

The University also regards cheating as a form of academic misconduct. Cheating is knowingly

submitting the work of others as their own and includes **contract cheating** (work produced by an external agent or third party that is submitted under the pretences of being a student's original piece of work). Cheating is not acceptable at UNSW.

If you need to revise or clarify any terms associated with academic integrity you should explore the 'Working with Academic Integrity' self-paced lessons available at: <https://student.unsw.edu.au/aim>.

For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>. For information on student conduct see: <https://student.unsw.edu.au/conduct>.

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/referencing>. If you are unsure what referencing style to use in this course, you should ask the lecturer in charge.

Student Responsibilities and Conduct

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found on the ['Managing your Program' website](#).

Workload

It is expected that you will spend at least **ten to twelve hours per week** studying for a course except for Summer Term courses which have a minimum weekly workload of **twenty to twenty four hours**. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

[View more information on expected workload](#)

Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. The Business School reserves the right to refuse final assessment to those students who attend less than 80% of scheduled classes where attendance and participation is required as part of the learning process (e.g., tutorials, flipped classroom sessions, seminars, labs, etc.).

[View more information on attendance](#)

General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class.

[View more information on student conduct](#)

Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

[View more information on Health and Safety](#)

Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

Student Support and Resources

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

[Business School EQS Consultation Program](#)

The Consultation Program offers academic writing, literacy and numeracy consultations, study skills, exam preparation for Business students. Services include workshops, online resources, individual and group consultations.

Level 1, Room 1035, Quadrangle Building.

[Email](#)

02 9385 4508

[Communication Resources](#)

The Business School Communication and Academic Support programs provide online modules, communication workshops and additional online resources to assist you in developing your academic writing.

[Business School Student Centre](#)

The Business School Student Centre provides advice and direction on all aspects of admission, enrolment and graduation.

Level 1, Room 1028 in the Quadrangle Building

02 9385 3189

[UNSW Learning & Careers Hub](#)

The UNSW Learning & Careers Hub provides academic skills and careers support services—including workshops, individual consultations and a range of online resources—for all UNSW students. See their website for details.

Lower Ground Floor, North Wing Chancellery Building.

[Email](#)

02 9385 2060

[Student Support Advisors](#)

Student Support Advisors work with all students to promote the development of skills needed to succeed at university, whilst also providing personal support throughout the process.

John Goodsell Building, Ground Floor.

[Email](#)

02 9385 4734

[International Student Support](#)

The International Student Experience Unit (ISEU) is the first point of contact for international students. ISEU staff are always here to help with personalised advice and information about all aspects of

university life and life in Australia.

[Advisors](#) can support you with your student visa, health and wellbeing, making friends, accommodation and academic performance.

[Email](#)

02 9385 4734

[Equitable Learning Services](#)

Equitable Learning Services (formerly Disability Support Services) is a free and confidential service that provides practical support to ensure that your health condition doesn't adversely affect your studies.

[Register with the service](#) to receive educational adjustments.

Ground Floor, John Goodsell Building.

[Email](#)

02 9385 4734

[UNSW Counselling and Psychological Services](#)

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.

Level 2, East Wing, Quadrangle Building.

[Email](#)

02 9385 5418

[Library services and facilities for students](#)

The UNSW Library offers a range of collections, services and facilities both on-campus and online.

Main Library, F21.

02 9385 2650

[Moodle eLearning Support](#)

Moodle is the University's learning management system. You should ensure that you log into Moodle regularly.

[Email](#)

02 9385 3331

[UNSW IT](#)

UNSW IT provides support and services for students such as password access, email services, wireless services and technical support.

UNSW Library Annexe (Ground floor).

02 9385 1333