



UNSW Business School Course Outline

Online Weekly

Study Level
Postgraduate

Term
Term 1

UOC
6

Location
Online
WeeklyIntensive,
Sydney CBD

School
AGSM

1. Course Details

Summary of Course

Managing with Digital Technology aims to increase digital literacy of managers and leaders. The primary objective of this course is to give you a high-level overview of the fundamental concepts and topical issues in information systems (IS) and information technology (IT) within an organisational context. This course will adopt a top-down approach and emphasise high-level mastery of important concepts in IS/IT and will equip you, as the manager, with the knowledge and skills to make more informed decisions regarding the application of IS and IT to help ensure organisational success. Students who successfully complete this course will have an appreciation for the problems faced by organisations in navigating and sustaining their digital transformation to ensure continuous value creation.

The course prepares you for product-management roles, which are increasingly becoming the job of choice for MBA students. In their quest to 'stay ahead of the competition' in today's fast-paced digital era, we are seeing more industries, in particular traditional service industries, creating their own products and services to deliver more capabilities to their customers. In turn, these new products and services require new competencies (knowledge, skills and abilities) from their managers. Being a product manager requires a diverse range of skills - management /people; technical; project management - most importantly across the business, customers and technology. It is an attractive career path for graduating MBA and management students. A successful product manager needs to master the business side of developing a product and have the knowledge, skills and abilities to interact with a wide range of stakeholders (both technical and non-technical), from customers through to product engineers and user-experience specialists.

Competencies across the digital landscape are vital in today's rapidly changing business environment. Businesses must stay ahead of the curve and be ready to compete against digital disruptors. In turn, you as the manager must be digitally savvy to be able to help your organisation navigate and sustain their digital transformation and ensure continuous value creation. Managing with Digital Technology will equip you to succeed in the digital era.

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 asynchronous (Online Weekly) mode, this course is scheduled to run in face-to-face Intensive mode. At the time of publishing this Course Outline, it is not known whether this will be possible, due to COVID-19 restrictions.

UNSW anticipates a fuller reactivation of campuses from the start of Term 1 2022, including a staged return of staff, research activity and on-campus events, subject to any public health orders in place.

While there is every intention to return to a greater balance of in-person learning in 2022, AGSM will continue to offer a variety of in-person and online modes. Further details on plans for 2022 will be communicated in due course.

<https://www.covid-19.unsw.edu.au/return-campus-roadmap>
[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

Managing with Digital Technology is divided into several logical parts, each forming a building block in the overall picture.

Context is the focus of Unit 1 of this course. It is concerned with providing you with a basic contextual framework enabling you to 'connect the dots throughout the course'!

Technology and related software are the focus of Units 2-4 of this course. Unit 2 introduces you to key technologies and how they work, including cloud computing. This Unit will give you an appreciation of how to maximise the use of these technologies and help you make better decisions relating to technology strategy within an organisational context. Units 3 and 4 present the importance of data and databases in helping businesses to organise and manage their most important asset - their data! These Units also provide a practical understanding of the software stack, in particular, how the various stacks relate to each other and what types of software can be used to solve problems that naturally occur within a business environment.

Emerging and disruptive technologies and developing and managing products is the focus of Units 5, 6, 7 and 8. You will get an appreciation for the software development process and be introduced to best practices in software development, implementation and product management so that you are prepared for and know what to expect from a professional team.

Units 9 and 10 of this course will cover the management of technical organisations. Unit 9 reflects upon the need for organisations to adopt new business models when competing in the digital age and ties closely into concepts across the area of Organisational Behaviour. This Unit serves to highlight key factors involved in managing software teams and other technical staff. You will also learn about the key components and roles required for developing multi-functional product-development teams. In Unit 10, you will learn about the importance and impact of cybersecurity and data-privacy policies for both internal and external stakeholders. You will also be introduced to some of the major cybersecurity threats faced by organisations today and potential ways to minimise/prevent such attacks.

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
Demonstrate understanding of the impact of digital transformation on an organisation's ability to respond to business challenges and digital disruptors	PLO 1: Business knowledge	Assessment 3 : Multiple-choice test Assessment 4 : Customer Journey Map and Report to the CIO
Assess the application of software and technology stacks best suited to meet organisational needs	PLO 2: Problem solving	Assessment 2 : Digital Transformation - The Impact of the Gig Economy Assessment 3 : Multiple-choice test
Evaluate the suitability of various methods for developing digital products		Assessment 2 : Digital Transformation - The Impact of the Gig Economy Assessment 3 : Multiple-choice test
Write and deliver logically and professionally presented business reports	PLO 3: Business communication	Assessment 2 : Digital Transformation - The Impact of the Gig Economy Assessment 4 : Customer Journey Map and Report to the CIO
Demonstrate collaborative skills and teamwork	PLO 4: Teamwork	Assessment 1 : Participation: Engagement through weekly dialogues and discussions Assessment 4 : Customer Journey Map and Report to the CIO
Evaluate the range of cultural, security, privacy and ethical issues confronting individuals and organisations in the digital era	PLO 5: Responsible business practice	Assessment 1 : Participation: Engagement through weekly dialogues and discussions Assessment 2 : Digital Transformation - The Impact of the

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
		Gig Economy Assessment 4 : Customer Journey Map and Report to the CIO
Work effectively and responsibly in a multicultural team environment	PLO 6: Global and cultural competence	Assessment 1 : Participation: Engagement through weekly dialogues and discussions Assessment 2 : Digital Transformation - The Impact of the Gig Economy
Integrate the knowledge gained throughout the course to devise methods of developing and managing technical talent in organisations in line with industry best practice	PLO 7: Leadership development	Assessment 4 : Customer Journey Map and Report to the CIO

3. Staff Contact Details

Position	Name	Email	Location	Phone	Consultation Times
Facilitator in Charge	Christine Van Toorn	Email	Room 2092A, Quadrangle Building - Ref E15	Please email	The best way to contact the Facilitator in Charge is via email. Please note that only your UNSW email account will be used for formal notices and correspondence regarding the course.

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.

Course Structure

Unit 1, Introduction and context - Information systems (IS) and information technology (IT) are changing the way businesses, governments and economies operate. In this Unit, you will be introduced to a brief history of IS/IT and its relationship with commerce. You will learn about how businesses today are adapting to the daily challenges of technological and digital disruption, with many of them using this new environment to excel and gain a competitive edge. We will review core concepts in IS and IT and explore the evolving role of digital transformation in organisations and address the need for managers to become digitally savvy - increase their knowledge and skills - to enable them to play a crucial role in their organisations.

Unit 2, Internet technologies and cloud computing - This Unit provides a brief historical perspective of the basics of the internet and explores broader opportunities that the internet offers to global businesses in the digital era. We will also explore the fundamentals of cloud computing and cloud infrastructure in helping businesses to create value and compete effectively in today's business environment.

Unit 3, Data and databases - This Unit introduces you to the organisation's most valuable asset - their data! We will explore data structures and databases as well as the various types of data - including Big Data - data storage formats, and most commonly used databases. This Unit will provide you with an understanding and appreciation of the value of data and the commercial benefits and challenges associated with ensuring that data assets are both stored and able to be retrieved in the most efficient and effective manner.

Unit 4, Web design and mobile development - This Unit highlights that an easy-to-use, engaging website is one of the key factors helping businesses to optimise the customer experience. In turn, this facilitates the attainment of business goals and objectives. We will guide you through the various types of websites, technologies and associated programming languages that power them. You will learn about the components of a website and the relationship with databases, user clients and mobile devices. With the advent of big data and the proliferation of mobile applications, in today's digital era, it is safe to say that our mobile devices and the apps we interact with know more about us than we do about their internal workings! This Unit also explores the importance of mobile apps for businesses and the role application design plays in influencing user behaviour, the ultimate aim being increases in sales/market share and the attainment of competitive advantage.

Unit 5, Emerging and disruptive technologies for executives - In this Unit, you will learn about the ever-increasing importance of emerging and disruptive technologies in today's digitally enabled business environment. These technologies have become increasingly important as the timeline for the design, development and roll-out of products and services continues to be faster than ever before. You will gain an understanding of how organisations leverage these technologies to help facilitate value creation and ultimately ensure a more positive customer experience.

Unit 6, Modern digital technologies for growth - This Unit introduces various digital back-end technologies and their impact on the efficient and effective development of new products and services for customers. The concepts build on the foundational building blocks introduced in earlier units and provide a guide to how businesses can best capitalise on their digital initiatives and digital transformation to ensure continuous value creation.

Unit 7, Technology and software product value chain 1 - Software and especially software-as-a-service (SaaS) have fundamentally changed existing business models, but outside deeply technical circles, little is known about how software is actually created and how the value it generates is delivered. This Unit is the first of two Units that delve into the inner workings of software delivery and value generation. You will be introduced to the concepts of continuous integration, continuous delivery and continuous deployment, and a link between high-performing IS/IT and high-performing organisations will be established. You will compare and contrast 'traditional' ways of developing software with agile ways of developing software and will understand how and when software actually delivers business value.

Unit 8, Technology and software product value chain 2 - Developing software is only one half of creating value. An equally important step in the software value chain is putting the software into the hands of users. This Unit is the second of two Units that delve into the inner workings of software and delivery and value generation. You will be introduced to the concept of DevOps, which integrates development and operations and helps organisations create an organisational culture and structure that is aligned with continuous integration, delivery and deployment (introduced in Unit 7). This Unit will expose you to methods that high-performing technology organisations use to deliver software into the hands of their users and will equip you with skills and knowledge to introduce these methods in your own organisation.

Unit 9, Managing technical talent in organisations - This Unit explores the various roles related to the management, operation and development of Information Systems and Information Technology assets. You will learn about the responsibilities and related competencies (knowledge, skills and abilities) of each role, as well as best practices used to motivate teams and manage common challenges. This Unit will expose you to management practices across some of the most iconic technology firms and will help you to understand how some of these practices can be applied to any business within the technology sector.

Unit 10, Legal, privacy and cybersecurity: Impact to your business - Almost every aspect of human and commercial life is becoming increasingly digital and interconnected. This poses a significant challenge to the privacy and security of data being transmitted over various digital touchpoints. This Unit briefly explores the history of cybersecurity and key participants in the digital data exchange. You will learn about common types of cybersecurity risks, attacks, best practices for data protection and the legal consequences for businesses that pertain to data privacy and protection over their networks and digital assets.

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: Engagement through weekly dialogues and discussions	25	Max 200 words per original post. Max 100 words per reply.	Sunday of Weeks 1 to 10 by 11.59pm Sydney time	Individual
Assessment 2	Digital Transformation - The Impact of the Gig Economy	30	3,000 words, maximum	Friday 8 April 2022 (Week 8) by 3pm Sydney time	Group
Assessment 3	Multiple-choice test	15	90 minutes' duration from time of first opening	Available in Moodle on Tuesday 19 April 2022 at 10am; Due in Moodle by Wednesday 20 April 2022 (Week 10) at 3pm Sydney time	Individual
Assessment 4	Customer Journey Map and Report to the CIO	30	3,000 words (maximum)	Monday 2 May 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.

Assessment length

What is **included** in the word count?

- Executive Summary (if required)
- All text, tables, figures, diagrams and charts contained in the body of the report (if required)

What is **excluded** from the word count?

- Reference list or bibliography
- Table of contents (if required)
- Appendices (note: these are for supporting material only and will not be included as part of the grading)

Note: any text that goes beyond the word count will not be read in grading the assessment.

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:

z999999_surname_[XXXX1111]_22T1_Asst1

where:

- z999999 is your student ID
- surname is your family name
- XXXX1111 is the course code
- 22T1 is the term name (2022, Term 1)
- 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

You have three major resources to help you learn:

1. **The course materials** , comprising the weekly study Units with readings, cases, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and completing the activities.
2. **Your online or face-to-face classes** with your Facilitator. The Facilitator's job is to guide your learning by conducting class discussion, answering questions that might arise after you have done the week's work, providing insights from their practical experience and understanding of theory, providing you with feedback on your assessments, and directing discussions and debates that will occur between you and your co-participants in class.
3. **Your co-participants** . Your colleagues in the class are an invaluable potential source of learning for you. Their work and life, and their willingness to question and argue with the course materials, the Facilitator and your views, represent a great learning opportunity. They bring much valuable insight to the learning experience.

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

Student feedback from previous offerings has been reviewed and where appropriate, has been incorporated into the Term 1 2022 course offering.

Response to Student Feedback

While some feedback indicated that a few of the course readings were older than five years, these are seminal readings and are an integral component of the history of information systems and information technology and their adoption by businesses, government and the economy in general. Additionally, students expressed a wish for a Weekly overview to be provided to summarise and outline the content to be covered in that week. This has been incorporated and has received very positive feedback. We will continue to extend the level of content in the Weekly overview in Term 1 2022 (posted Sunday prior to the week commencing).

8. Course Schedule

Week	Activity	Topic	Detail/Engagement	Assessment Task
Week 1	Online participation begins.	Introduction and Context	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 2	Self-paced study and online engagement	Internet Technologies and Cloud Computing	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 3	Self-paced study and online engagement	Data and Databases	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 4	Self-paced study and online engagement	Web Design and Mobile Development	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 5	Self-paced study and online engagement	Emerging and Disruptive Technologies for Executives	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 6	Self-paced study and online engagement	Modern Digital Technologies for Growth	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 7	Self-paced study and online engagement	Technology and Software Product Value Chain 1	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 8	Self-paced study; complete	Technology and Software Product Value Chain 2	–	Assessment 4 : Customer Journey Map and Report to

Week	Activity	Topic	Detail/Engagement	Assessment Task
	and submit Assessment 2			the CIO Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 9	Self-paced study and online engagement	Managing Technical Talent in Organisations	–	Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 10	Self-paced study; complete and submit Assessment 3	Legal, Privacy and Cybersecurity - Impact to your business	–	Assessment 3 : Multiple-choice test Assessment 1 : Participation: Engagement through weekly dialogues and discussions
Week 11	Self-paced study	–	–	–
Week 12	Submit Assessment 4	–	–	Assessment 2 : Digital Transformation - The Impact of the Gig Economy

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