



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

With the billions being invested in projects around the world, there is a burgeoning need to develop both individual and organisational project-management capabilities. Organisations are no longer debating whether there is value in adopting project management. The question now is how to develop their project-management capabilities in the most efficient, value-producing manner, and how to turn effective project management into key competitive advantage.

Project [noun] a piece of planned work or an activity that is finished over a period of time and intended to achieve a particular purpose (*Cambridge English Dictionary*, n.d.).

Projects are the means by which organisations implement their strategy.

They are ubiquitous across industry and domain: as a manager or leader in any modern organisation, you will be directly involved in projects - as a team member, a project or program manager, a subject-matter expert, a sponsor or owner, or as a client.

As your career progresses, you can expect to face increasingly complex challenges in dealing with larger projects, more demanding stakeholders, tighter constraints on human, financial and other resources, and a rapidly changing environment. You will be expected to improve the efficiency, productivity and performance of your teams, and determine which projects and initiatives will best deliver the organisation's mandate.

An increasing number of organisations are 'projectising' routine work to gain the benefits of project management. At the same time, agile and flexible work practices are blurring the distinction between project and operational work. At the other end of the scale, the increasing number of complex projects and megaprojects require more rigorous approaches to both managing and governing an organisation's project portfolio.

This course provides an introduction to the rapidly growing world of project, program and portfolio management (PPPM or 3PM). The 10 Units address various themes around managing projects in modern organisations, and take you through key processes that contribute to the successful delivery of a project. We start with an introduction to project management, and follow with requisite project-management methodologies and skills, management of the stakeholders and individuals assigned to project teams, project planning and project communications, project execution and control, and project closure. Woven through each Unit are the attributes of responsible leadership underpinning sustainable future organisations.

However, we can only scratch the surface of what is an ever-expanding field of study. Every project is, by definition, unique: there is no one-size-fits-all approach to project management. While we present a simple framework for project management, and assessments and a simulation against which to apply it, our real objective is to challenge your thinking about project management, and how it can be exploited to deliver value to your organisations and stakeholders.

Whether you contribute to projects, manage multiple small projects or a single large one, or are responsible for a project portfolio or a team of project managers, we trust you will find this course challenges your thinking and equips you to improve your own and your organisation's project delivery capabilities.

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](#)

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

This course can be taken early in your degree program, and will help you develop a range of skills such as managing project teams and stakeholders, developing and managing project schedules and budgets, and assessing and responding to risk. Not only will the skills be helpful as a complement to other courses in the program, but also in helping you successfully undertake your studies as a series of projects.

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
select and apply fit-for-purpose project-management tools and techniques to manage a project through its entire life cycle	PLO 1: Business knowledge	Assessment 1 : Report Assessment 2 : 2a: Project Management Plan Assessment 2 : 2b: Status reports: PSR1, PSR2 Assessment 2 : 2c: Presentation Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation
discuss the value of, and challenges and constraints in, utilising project management in the modern business environment	PLO 2: Problem solving	Assessment 1 : Report Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation
assess the impact of risk and uncertainty in a project, and recommend alternative courses of action		Assessment 1 : Report Assessment 2 : 2a: Project Management Plan Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation
make recommendations on how best to select, structure and resource projects for success		Assessment 1 : Report Assessment 2 : 2a: Project Management Plan Assessment 2 : 2c: Presentation Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation
identify and apply 'lessons learned' from past projects and apply them to future projects		Assessment 1 : Report Assessment 2 : 2a: Project Management Plan Assessment 2 : 2d: Individual

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
		Reflective Report Assessment 3 : Participation
provide constructive feedback to improve team-member performance	PLO 3: Business communication	Assessment 2 : 2b: Status reports: PSR1, PSR2 Assessment 2 : 2d: Individual Reflective Report
demonstrate team-leadership and communication skills to achieve project outcomes	PLO 4: Teamwork	Assessment 2 : 2a: Project Management Plan Assessment 2 : 2b: Status reports: PSR1, PSR2 Assessment 2 : 2c: Presentation
analyse and evaluate your own and your team's performance in achieving project outcomes		Assessment 2 : 2b: Status reports: PSR1, PSR2 Assessment 2 : 2d: Individual Reflective Report
consider ethical dilemmas project managers face, and evaluate alternative courses of action	PLO 5: Responsible business practice	Assessment 2 : 2a: Project Management Plan Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation
demonstrate tolerance and acceptance of the diversity of people and skills in any project	PLO 6: Global and cultural competence	Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation
assess the role and responsibilities of a project manager in different types of projects	PLO 7: Leadership development	Assessment 1 : Report Assessment 2 : 2d: Individual Reflective Report Assessment 3 : Participation

3. Staff Contact Details

Position	Name	Email	Location	Phone	Consultation Times
Facilitator in Charge	Jürgen Oschadleus	Email	–	–	Contactable via 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.

4. Learning and Teaching Activities

Approach to Learning and Teaching in the Course

The course is designed to be very practical. The Unit materials address core theoretical concepts and provide practical exercises to illustrate understanding of specific concepts and tools. These are supplemented by weekly online/classroom discussions through which broader themes can be explored.

The assessments test your understanding of the concepts, but also require you to demonstrate your ability to practically apply the principles of project management.

Learning Activities and Teaching Strategies

The best way of learning project management is to do it. This course includes practical project-management application as a core part of the delivery and assessment criteria. The extensive use of case discussion, project-management exercises and the delivery of a group project will provide you with a practical context within which to apply the skills and techniques covered.

One such activity will be Harvard's *Project Management Simulation: Scope, Resources, Schedule V3*, in which you will be required to undertake several iterations of a product development project, reflect on that experience, and incorporate your findings into the final assessment activity. A debriefing webinar will present feedback on the simulation results (the webinar will be recorded for those not able to attend in person).

The second practical application is the completion of a group project. In this project, you will be assessed on both the content and the project-management process used to produce the content.

Course Structure

Unit 1 *Introduction to project management* introduces you to projects and project management. We define the concepts, terminology and types of projects, and the role they play in a variety of organisations. We will also consider the key challenges in the successful delivery of projects, and introduce common project-management methodologies and a generic life cycle, with its associated artefacts and processes.

Unit 2 *Dealing with uncertainty and risk* considers the impact of uncertainty and risk on projects. We discuss the overall approach to projects to address uncertainty and introduce a risk-management framework that can help reduce the level of risk on projects.

Unit 3 *Setting up projects for success* presents the critical success factors required for successful project delivery. We consider a range of environmental and organisational factors (including culture, structure and governance) that underpin success. We also address the need for clear, measurable objectives.

Unit 4 *Designing and planning the project* addresses key planning concepts in projects, including defining an approach and determining the project scope. We differentiate between agile and predictive approaches and outline the fundamental planning steps of both.

Unit 5 *The project plan* explores the heart of the technical elements of project management, namely estimating the project, and producing the preliminary project schedule, budget and resourcing plan.

Unit 6 *Optimising the project schedule and budget* addresses a range of techniques and tools to optimise project schedules and budgets to fit project constraints. We also review techniques such as fast-tracking and crashing projects to accelerate projects.

Unit 7 *Managing stakeholders, teams and communications* identifies the project manager's interaction

with project stakeholders and team members. We consider how to define, engage and influence stakeholders, supported by an effective communication management plan. We also consider the role of team members, and how to effectively lead and motivate high-performance teams.

Unit 8 *Project execution and control* outlines the fundamental purposes and methods of project control. We assess the use of performance measurement and reporting systems, in particular earned value management and status reports, in analysing progress and predicting future performance. We also address implementation challenges such as scope creep and related control issues.

Unit 9 *Project reviews and close-out* introduces the project audit and health check to ensure the ongoing viability and health of the project. We then turn to the termination of projects and describe different types of closure and the essential activities underpinning each to close out the project and prepare for benefits realisation. We discuss the need for and content of a final project report and lessons learned, as a driver for improvements in project delivery.

Unit 10 *Uplifting project management capability* considers a framework against which organisations can uplift their organisational and individual project delivery capabilities, and provides you with an opportunity to reflect on what you have learned in the course and how this can be applied to improve your own management and leadership skills, as well as the project management maturity of your organisation.

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	Report	25	Maximum of 2,000 words (excluding appendices)	Monday 20 June 2022 (Week 4) by 3pm Sydney time	Individual
Assessment 2	2a: Project Management Plan	7	A 2-5 page project management plan	Assessment 2a: Project management plan due on Friday 8 July 2022 (Week 6) by 3pm Sydney time	Group
	2b: Status reports: PSR1, PSR2	3	2 reports of 1-2 pages each	Friday 22 July 2022 (Week 8) and Friday 5 August 2022 (Week 10) by 3pm Sydney time	Group
	2c: Presentation	20	A 15-20 minute team presentation (with supporting collateral) and Q&A	Week 11 (day and time to be scheduled with Facilitator)	Group
	2d: Individual Reflective Report	20	1,500 - 2,000 words	Monday 15 August 2022 (Week 12) by 3pm Sydney time	Individual
Assessment 3	Participation	25	N/A	Assessed throughout	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, graphs 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]_22T2_Asst1

where:

- z999999 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 Material

You have three major resources to help you learn:

1. The course materials, comprising the weekly study units with readings, references, insights and commentary. You will do much of your learning outside the classroom by working through the course materials, and by completing the exercises as they arise.
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 the classroom.
3. Your fellow students. Your colleagues 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.

The course references list provides an extensive range of additional books and articles on project-management topics.

Recommended textbooks

The course does not require a textbook. However, we do highly recommend one of the following books, which provide more detail on many of the technical concepts we touch on in this course.

Larson, E W & Gray, C F 2021, *Project management: The managerial process*, 8th edn, McGraw-Hill Education.

ISBN: 978-1-260-57043-4

Meredith, J R, Shafer, S M & Mantel, S J 2019, *Project management: A strategic managerial approach*, 10th edn, Wiley.

ISBN: 978-1-119-36909-7

Harvard simulation

During the term you will complete a project management simulation from Harvard Business School. The online simulation is accessed through any web browser. You will receive a link to the simulation one week before the simulation begins, and will be required to complete a free online registration form with Harvard before you can access the simulation.

At the end of the simulation, you will have the option of participating in a one-hour webinar in which the results will be debriefed. The webinar will be recorded for later viewing. The webinar date is provided in the Course Schedule.

Project-management software (optional)

The course does not require you to purchase project-management software. However, you will be required to manage a group project with a small team, and will need to utilise project tools to this end. As part of the course, we will discuss some of the project management software available to us. We will provide an optional Excel-based tool for the assessment.

You may also wish to utilise a scheduling tool to assist with Unit 6 *Optimising the project schedule and budget*. The recommended tools are:

- MS Project (version 2013 or later; from 2018 trial versions are only available for the [Project Online Professional](#) edition).

- FastTrack (version 10 or later; available on Windows or Mac platform), 21-day free trial available from [link](#); educational licences available).

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

Project Management attracts students with diverse exposure to project management. Both experienced and novice project managers consistently praise the relevance and applicability of the content to their workplace, and comment favourably on the progression of the content, the mix of theory and practical application, the range of discussions and activities, and the level of knowledge, experience and engagement displayed by the facilitators.

One of the most common areas of concern relates to the volume of work required, and the relative weightings of various assessment activities, in proportion to the work required to complete them. This is particularly true of the group assessment, which always attracts both praise and concern from students. Other than normal concerns around group assessments, this one appears daunting because of the high number of deliverables across many weeks of the term. However, by the end of the term students also appreciate the structured approach to the assessment, which helps the team work systematically towards the end result. Many also find it an unexpectedly rich source of interaction with other students. Given that one of the Program Learning Outcomes is teamwork, and project management is all about working within groups and teams, the group assessment remains a core component of this course.

Other comments relate to the Project Simulation (seen as a very valuable exercise, but lacking clarity around how it fits into the assessment criteria), and challenges around Participation marking across different delivery modes.

Response to Student Feedback

As with any project environment, stakeholders have divergent expectations, resulting in often contradictory suggestions of what they would like from the course. Some students would like a course with a more practical focus, resulting in certification through one of the professional project management associations. Others believe that the focus should be more academic than is currently the case. Some would prefer greater focus on fewer topics; others would prefer a broader coverage of related concepts. Some love the practical nature of the group assessment; others don't.

Finding the right balance of content and delivery in a rapidly changing field is an ongoing challenge, and we are constantly evaluating the course. Our endeavour is to continue offering a comprehensive introduction to what is an indispensable component of modern organisations. We try to balance academic principles with practical tools, and use a variety of delivery mechanisms to ensure that all students can engage with the content in the most optimal way possible. We believe it will continue to be a popular, practical and very relevant course.

Some of the key changes we have introduced in 2022 include:

- Bringing the Simulation forward to a) reduce workload in the intensive middle stages of the course, and

b) make it directly assessable by means of Assessment 1.

- Restructuring the Group Assessment deliverables into two primary components - project management (including the plans and status reports), and a presentation. The marks allocated to each have also been redistributed to more appropriately represent the importance of the upfront planning component.
- The weighting of Assessments 1 and 3 have been adjusted to provide a better reflection of the level of effort involved.

8. Course Schedule

Week	Activity	Topic	Detail/Engagement	Assessment Task
Week 1	Self-study, Online Participation	Unit 1: Introduction to project management	Assessment 3: Online Participation begins and is assessed throughout the term. Study content in Unit 1. PM Simulation begins.	Assessment 3 : Participation
Week 2	Self-study, Online Participation	Unit 2: Dealing with uncertainty and risk	Study content in Unit 2. PM Simulation continues.	Assessment 3 : Participation
Week 3	Self-study, Online Participation; Webinar	Unit 3: Setting up projects for success	Study content in Unit 3. Simulation debrief webinar (recorded for those who cannot attend).	Assessment 3 : Participation
Week 4	Assessment 1 due; Self-study & Participation	Unit 4: Designing and planning the project	Assessment 1: Report due on Monday 20 June 2022 by 3pm Sydney time. Study content in Unit 4.	Assessment 3 : Participation Assessment 1 : Report
Week 5	Self-study, Online Participation	Unit 5: The project plan	Study content in Unit 5.	Assessment 3 : Participation
Week 6	Assessment 2a; Self-study, Online Participation	Unit 6: Optimising the project schedule and budget	Study content in Unit 6. Assessment 2a: Project management plan due on Friday 8 July 2022 by 3pm Sydney time.	Assessment 2 : 2a: Project Management Plan Assessment 3 : Participation
Week 7	Self-study, Online Participation	Unit 7: Managing stakeholders, teams and communications	Study content in Unit 7.	Assessment 3 : Participation
Week 8	Assessment 2b due; Self-study, Online Participation	Unit 8: Project execution and control	Study content in Unit 8. Assessment 2b (PSR1) due on Friday 22 July 2022 by 3pm Sydney time.	Assessment 2 : 2b: Status reports: PSR1, PSR2 Assessment 3 : Participation

Week	Activity	Topic	Detail/Engagement	Assessment Task
Week 9	Self-study, Online Participation	Unit 9: Project reviews and close-out	Study content in Unit 9.	Assessment 3 : Participation
Week 10	Asst 2b due; Self-study, Online Participation	Unit 10: Uplifting project management capability	Study content in Unit 10. Assessment 2b (PSR2) due on Friday 5 August 2022 by 3pm Sydney time.	Assessment 2 : 2b: Status reports: PSR1, PSR2 Assessment 3 : Participation
Week 11	Group work and presentations	Group work to finalise assessment deliverables	Assessment 2c Presentation to be delivered to your 'client' (facilitator) and the final version of the product (slide deck/ report) must be submitted no later than Thursday 11 August 2022.	Assessment 2 : 2c: Presentation
Week 12	Assessment 2d due	–	Assessment 2d: Individual reflective report due on Monday 15 August 2022 by 3pm Sydney time.	Assessment 2 : 2d: Individual Reflective Report

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