



UNSW Course Outline

ECON5310 Development Economics - 2024

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General Course Information

Course Code : ECON5310

Year : 2024

Term : Term 3

Teaching Period : T3

Is a multi-term course? : No

Faculty : UNSW Business School

Academic Unit : School of Economics

Delivery Mode : Multimodal

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

Poverty and underdevelopment in many countries are among the main challenges for humanity.

This course provides an in-depth discussion of different economic explanations of underdevelopment, and modern strategies for fostering development. We will investigate the role

of institutions, institutional change, and markets as they relate to economic development, and discuss related domestic and international economic policy questions. Special emphasis is put on the interplay and synergy between economic theory (attempting to explain underdevelopment) and empirical data (providing both motivating facts and specific test grounds for theory). At the end of this course, you will be able to design innovative ways to assess whether a proposed development intervention is likely to successfully improve the welfare of its target population.

Course Aims

The aim of the course is to design innovative ways to assess whether a proposed development intervention is likely to successfully improve the welfare of its target population. The students should be able to address the causes of underdevelopment and ways to help economies overcome their main issues.

Relationship to Other Courses

This course is offered as part of the Graduate Certificate in Economics and the Master of Applied Economics. Knowledge of economics equivalent or greater to ECON5103 Business Economics at UNSW is a prerequisite.

Students should be warned that a good command of the material taught in the prerequisite is essential for successfully mastering the material in ECON5310. The course involves mathematical models and problem-solving. A basic understanding of statistics and econometrics (e.g., as provided in ECON5205 Econometrics) is useful.

Please note that, like many upper-level economics courses, the material in this course encompasses theoretical models and empirical arguments. Hence a reasonable facility with mathematical and econometric methods is necessary.

Alert: Content is Open to Argument!

It is extremely important to note that, in large part, this course does not deal with accepted answers to conventional questions. Many of the questions we will address and discuss are current puzzles about which there are conjectures and insights, but no known "right answers" that can be memorised. Indeed, different pieces of reading material assigned on the same topic will sometimes contradict each other. Assignments and exams will reflect this nature of the material; marks will be awarded for evidence of reflection and reasoning, not for merely reproducing textbook content or lecture notes.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Analyse and discuss the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO6 : Global and Cultural Competence
CLO2 : Evaluate and analyse the potential effectiveness of various policies in combating underdevelopment.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO7 : Leadership Development
CLO3 : Apply critical thinking to assess received knowledge and claims regarding theory and policy related to economic development.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO7 : Leadership Development
CLO4 : Identify institutional conditions necessary to sustain equitable development.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO5 : Responsible Business Practice
CLO5 : Analyse the economic underpinning of cultural phenomena in developing countries.	<ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO5 : Responsible Business Practice• PLO6 : Global and Cultural Competence
CLO6 : Compose articulate written work which demonstrates logical analysis and professional presentation skills.	<ul style="list-style-type: none">• PLO3 : Business Communication• PLO7 : Leadership Development
CLO7 : Synthesize and communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none">• PLO3 : Business Communication• PLO7 : Leadership Development

Course Learning Outcomes	Assessment Item
CLO1 : Analyse and discuss the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.	<ul style="list-style-type: none"> • Journal Submissions • Final Exam
CLO2 : Evaluate and analyse the potential effectiveness of various policies in combating underdevelopment.	<ul style="list-style-type: none"> • Seminar presentation and participation • Journal Submissions • Final Exam
CLO3 : Apply critical thinking to assess received knowledge and claims regarding theory and policy related to economic development.	<ul style="list-style-type: none"> • Analysis paper • Seminar presentation and participation
CLO4 : Identify institutional conditions necessary to sustain equitable development.	<ul style="list-style-type: none"> • Analysis paper
CLO5 : Analyse the economic underpinning of cultural phenomena in developing countries.	<ul style="list-style-type: none"> • Analysis paper
CLO6 : Compose articulate written work which demonstrates logical analysis and professional presentation skills.	<ul style="list-style-type: none"> • Analysis paper
CLO7 : Synthesize and communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> • Journal Submissions • Seminar presentation and participation

Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

Learning and Teaching in this course

Learning and Teaching Activities

The lectures, tutorials and assessments have been designed to appropriately challenge students and support the achievement of the desired learning outcomes. A climate of inquiry and dialogue is encouraged between students and teachers and among students (in and out of class). The lecturers and tutors aim to provide meaningful and timely feedback to students to improve learning outcomes.

An understanding of any economic phenomenon has two components. Theory investigates causal factors that produce and sustain the phenomenon (in this case, underdevelopment) and examines the processes through which causality works. The facts that theory attempts to explain are provided by empirical observations and analysis. Empirical data is also used to test the validity of the theory in the context of specific cases. In this course, we will emphasise this synergy between theory and empirics. Students will be particularly encouraged to question the validity of theories, as well as the relevance of specific facts.

Learning Activities and Teaching Strategies

The examinable content of the course is defined by the references given in the lecture schedule, the content of lectures, and the content of the tutorial program.

Lectures

The purpose of lectures is to provide a logical structure for the topics that make up the course; to emphasise the important concepts and methods of each topic, and to provide relevant examples to which the concepts and methods are applied. Lectures will be pre-recorded and made available on Moodle.

Seminars

The weekly seminar is an integral part of the subject. The seminars will be held live during timetabled hours. Seminar presentations will build on the material discussed in lectures, and associated assigned material.

Attendance is required in seminars. Students are responsible for making up material that they missed as a result of non-attendance.

Out-of-Class Study

While students may have preferred individual learning strategies, most learning will be achieved outside of class time. Lectures can only provide a structure to assist your study, and tutorial time is limited.

An “ideal” strategy (on which the provision of the course materials is based) might include:

- Reading of the relevant chapter(s) of the text and any readings **before the lecture**. This will give you a general idea of the topic area.
- Watching the pre-recorded lectures. Here the context of the topic in the course and the important elements of the topic are identified. The relevance of the topic will be explained.
- Attending seminars, attempting the homework questions, and participating in seminar presentations and discussions.

Note

The opportunity for synchronous contact with course staff is available to students during specified seminar times. Students are strongly encouraged to avail themselves of these opportunities and become familiar with teaching staff.

Use of your Webcam and Digital Devices: If you enrol in an online class, or the online stream of a

hybrid class, teaching and associated activities will be conducted using Teams, Zoom, or similar a technology. Using a webcam is optional, but highly encouraged, as this will facilitate interaction with your peers and instructors. If you are worried about your personal space being observed during a class, we encourage you to blur your background or make use of a virtual background. Please contact the Lecturer-in-Charge if you have any questions or concerns. Some courses may involve undertaking online exams for which your own computer or digital devices will be required. Monitoring of online examinations will be conducted directly by University staff and is bound by the University's privacy and security requirements. Any data collected will be handled accordance with UNSW policies and standards for data governance. For more information on how the University manages personal information please refer to the UNSW Student Privacy Statement and the UNSW Privacy Policy.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Journal Submissions Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 5 PM Friday Weeks 2,4,7 and 9	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Seminar presentation and participation Assessment Format: Individual	15%	Due Date: weeks 3-5,7-10(in tutorial) Participation: All weeks	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO7 : Leadership Development
Analysis paper Assessment Format: Individual	25%	Start Date: Not Applicable Due Date: Proposal: 4PM Wednesday of Week 5; Final Paper: 4PM Sunday of Week 10	<ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Final Exam Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: University exam period	

Assessment Details

Journal Submissions

Assessment Overview

Each student will submit four journal entries. For each journal a student will pick one topic studied in class and discuss that topic in written form. More details will be provided on the course website.

Course Learning Outcomes

- CLO1 : Analyse and discuss the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.
- CLO2 : Evaluate and analyse the potential effectiveness of various policies in combating underdevelopment.
- CLO7 : Synthesize and communicate ideas in a succinct and clear manner.

Assessment Length

400-500 words each

Assignment submission Turnitin type

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

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Seminar presentation and participation

Assessment Overview

Each student will introduce and lead the discussion for one or two papers in seminars. The aim of these presentations is (i) to summarise and highlight important content from the readings,

and (ii) to instigate discussion of the material in seminar. Students will be assessed on the quality of their presentations and of the facilitation of the corresponding discussion. A list of papers will be provided on the course website, and the presentation roster will be drawn up in Week 2. More details will be provided on the website.

All students are expected to participate in the discussions. The papers discussed are examinable and will be assessed in the final exam.

While no marks are awarded simply for seminar attendance, seminar participation will be awarded up to 5 marks. Participation marks will reflect the degree of students' active engagement in discussion in each seminar.

Course Learning Outcomes

- CLO2 : Evaluate and analyse the potential effectiveness of various policies in combating underdevelopment.
- CLO3 : Apply critical thinking to assess received knowledge and claims regarding theory and policy related to economic development.
- CLO7 : Synthesize and communicate ideas in a succinct and clear manner.

Detailed Assessment Description

This is an individual assessment. However looking at the student enrolment, you can be asked to present in groups as well.

Assessment Length

5-10 minutes per presentation ,followed by discussion

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces

may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Analysis paper

Assessment Overview

Each student will prepare an analysis paper during the term. This paper consists of the student's own analysis of a specific development-related problem (or set of problems) in a specific underdeveloped country. The student will need to submit preliminary parts of the paper (drafts, data) at various times prior to the due date. More details will be provided on the course website. ☺

Course Learning Outcomes

- CLO3 : Apply critical thinking to assess received knowledge and claims regarding theory and policy related to economic development.
- CLO4 : Identify institutional conditions necessary to sustain equitable development.
- CLO5 : Analyse the economic underpinning of cultural phenomena in developing countries.
- CLO6 : Compose articulate written work which demonstrates logical analysis and professional presentation skills.

Assessment Length

About 2000 words

Assignment submission Turnitin type

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

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Final Exam

Assessment Overview

Important details about the final exam will be released in class during the term.

Students should note that, given regular changes in the course content, past exam papers for this subject do not constitute an accurate guide to this term's exam. All material covered in the lectures and seminars is examinable.

Course Learning Outcomes

- CLO1 : Analyse and discuss the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.
- CLO2 : Evaluate and analyse the potential effectiveness of various policies in combating underdevelopment.

Assessment Length

2 hours

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

Homework(No marks)

The LIC will periodically assign homework problems to support you in understanding some of the theories discussed in class. Some of these problems will also be discussed in seminars. Doing homework is optional, and homework does not carry any marks. However, doing homework regularly is likely to enable you to perform better on the final exam and help earn your tutorial participation marks.

Assessment summary

As a student at UNSW you are expected to display [academic integrity](#) in your work and

interactions. Where a student breaches the [UNSW Student Code](#) with respect to academic integrity, the University may take disciplinary action under the Student Misconduct Procedure. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Student Code, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100
- Engage actively in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details
- Meet the specified attendance requirements of the course (see Schedule section)

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	A: Introduction to the course. B: The two-sector model of a developing economy. Ray Chapters 1, 2 (skim). Ray Chapter 10. Homework problems on the two-sector model. Seminar : No seminar this week
	Seminar	No seminar this week.
Week 2 : 16 September - 22 September	Lecture	A: Poverty, inequality and growth. B: Growth Theory and convergence. Ray Chapters 1, 2. Ray Chapters 3, 4.1-4.3.
	Seminar	Introduction. Discussion of the 2-sector model, and homework problems. Assignment of analysis paper topics/countries and presentation papers. Suggestion for your analysis paper: collect and organise material that provides an introduction to the history of your assigned country. Include relevant cultural details and colonisation facts. Journal submission 1 due Friday 5:00pm.
Week 3 : 23 September - 29 September	Lecture	Coordination failure and economic development. Ray Chapter 5. Homework: Problems on coordination failure.
	Seminar	Discussion of assigned paper (Sen: Mortality). Discussion of growth theory. Suggestion for your analysis paper: collect and organise material that provides an economic description of your assigned country. Include relevant statistics.
Week 4 : 30 September - 6 October	Lecture	The long shadow of history. Ray draft chapter. Acemoglu et al. 2001. Sokoloff and Engerman 2000.
	Seminar	Discussion: coordination failure. Homework problems. In tutorial presentation Suggestion for your analysis paper: Find a focus question around which you will structure your paper. Why is the question important, and how would you go about answering/exploring it? Journal submission 2 due Friday 5:00pm.
Week 5 : 7 October - 13 October	Lecture	Gender. Anderson and Ray 2010. Duflo JEL 2012. Alesina et. al. 2013.
	Seminar	Discussion: History. Discussion of assigned papers. Analysis Paper proposal due online, Wednesday 5:00pm (Sydney time).
Week 6 : 14 October - 20 October	Lecture	NO LECTURES THIS WEEK
	Seminar	No seminar this week.
Week 7 : 21 October - 27 October	Lecture	Input markets and property rights. Besley and Ghatak pp. 1-41. Ray Chapters 11, 12.1-12.3. Homework problems on input markets and property rights.
	Seminar	Discussion: Gender. Discussion of assigned papers.

		Journal submission 3 due Friday 5:00pm.
Week 8 : 28 October - 3 November	Lecture	Income distribution: Poverty and Inequality. Ray draft Chapters 6-7. Homework problems on income distribution
	Seminar	Discussion: input markets and property rights. Discussion of assigned papers.
Week 9 : 4 November - 10 November	Lecture	Political economy of conflict. Ray draft Chapters 24-25.
	Seminar	Discussion: Income distribution. Discussion of assigned papers. Journal submission 4 due Friday 5:00pm.
Week 10 : 11 November - 17 November	Lecture	No lectures this week
	Seminar	Discussion: Conflict. Discussion of assigned papers. Wrap-up. ANALYSIS PAPER DUE ONLINE, Sunday 5:00pm.

Attendance Requirements

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

Course Resources

Prescribed Resources

The website for this course is on UNSW Moodle.

Textbooks

The textbook for this course is:

- Debraj Ray. Development Economics. Princeton University Press, 1998 ("Ray").
Students can access the book online through the UNSW library. There is a cap on the number of pages

that can be accessed in this way. A new edition of this book is imminent and some chapters from the new

edition will be made available to students.

- We will also refer to several articles from:
– Abhijit Vinayak Banerjee, Roland Benabou, and Dilip Mookherjee. Understanding poverty. Oxford

University Press, 2006 ("BBM").

[You can access an online version free of charge through the UNSW library.]

Other readings and presentation papers

An assortment of other readings is recommended below, organised roughly by topic. An asterisk indicates

required (examinable) reading. The course schedule details when these are to be read. Many of the

readings are not required. These may be useful for presentations, analysis papers, and/or a better

understanding of the subject.

Perspectives

- * Amartya Sen. Mortality as an indicator of economic success and failure. *The Economic Journal*, 108(446):1–25, 1998.
 - * Abhijit V Banerjee and Esther Duflo. The economic lives of the poor. *Journal of Economic Perspectives*, 21(1):141–168, 2007.
 - Debraj Ray. Development economics. In *The new Palgrave dictionary of economics*. Macmillan.
 - Nathan Nunn. The importance of history for economic development. *Annu. Rev. Econ.*, 1(1):65–92, 2009.
- History, institutions and coordination failure*
- * Daron Acemoglu, Simon Johnson, and James A Robinson. The colonial origins of comparative development: An empirical investigation. *American Economic Review*, 91(5):1369–1401, 2001.
 - * Abhijit Banerjee and Lakshmi Iyer. History, institutions, and economic performance: The legacy of colonial land tenure systems in India. *American Economic Review*, 95(4):1190–1213, 2005.
 - * Kaushik Basu and Pham Hoang Van. The economics of child labor. *American Economic Review*, 88(3): 412–427, 1998.
 - * Gautam Bose. Institutions and institutional change: A review of conceptual and analytical issues. In Limam (ed) *Institutional Reform and Development in the MENA region*. API-ERF, 1999.
 - Kenneth L Sokoloff and Stanley L Engerman. Institutions, factor endowments, and paths of development in the new world. *Journal of Economic Perspectives*, 14(3):217–232, 2000.
 - Edward L Glaeser, Rafael La Porta, Florencio Lopez-de Silanes, and Andrei Shleifer. Do institutions cause growth? *Journal of Economic Growth*, 9(3):271–303, 2004.
 - * Michael Kremer. The O-ring theory of economic development. *The Quarterly Journal of Economics*, 108(3):551–575, 1993.
 - Kevin M. Murphy, Andrei Shleifer, and Robert W. Vishny. Why is rent-seeking so costly to growth? *American Economic Review*, 83(2):409–414, May 1993.
 - * Nathan Nunn. The long-term effects of Africa's slave trades. *The Quarterly Journal of Economics*, 123(1):139–176, 2008.
 - * Nathan Nunn and Leonard Wantchekon. The slave trade and the origins of mistrust in Africa. *American Economic Review*, 101(7):3221–52, 2011.
 - Warren Whatley and Rob Gillezeau. The impact of the transatlantic slave trade on ethnic stratification in Africa. *American Economic Review*, 101(3):571–76, 2011.
- Poverty and inequality*
- Oded Galor and Joseph Zeira. Income distribution and macroeconomics. *The Review of Economic Studies*, 60(1):35–52, 1993.
 - Abhijit V Banerjee and Andrew F Newman. Poverty, incentives, and development. *The American Economic Review*, 84(2):211–215, 1994.
 - Gautam Bose. Nutritional efficiency wages: a policy framework. *Journal of Development Economics*, 54(2):469–478, 1997.
- Gender*
- * Esther Duflo. Women empowerment and economic development. *Journal of Economic*

- Literature, 50 (4):1051–79, 2012.
- Claudia Goldin. The U-shaped female labor force function in economic development and economic history, NBER, 1994.
 - * Alberto Alesina, Paola Giuliano, and Nathan Nunn. On the origins of gender roles: Women and the plough. *The Quarterly Journal of Economics*, 128(2):469–530, 2013.
 - * Siwan Anderson and Debraj Ray. Missing women: age and disease. *The Review of Economic Studies*, 77(4):1262–1300, 2010.
 - * Pauline Grosjean and Rose Khattar. It's raining men! hallelujah? the long-run consequences of male biased sex ratios. *The Review of Economic Studies*, 86(2):723–754, 2019.
 - * Robert Jensen. Do labor market opportunities affect young women's work and family decisions? experimental evidence from india. *The Quarterly Journal of Economics*, 127(2):753–792, 2012.
- Property rights*
- * T Besley and M Ghatak. Property rights and economic development, in Dani Rodrik and Mark Rosenzweig (eds.) *Handbook of Development Economics*, vol. V. Elsevier, 2010. (Read pp. 4525-4595.)
 - Timothy Besley. Property rights and investment incentives: Theory and evidence from Ghana. *Journal of Political Economy*, 103(5):903–937, 1995.
 - * Markus Goldstein and Christopher Udry. The profits of power: Land rights and agricultural investment in Ghana. *Journal of Political Economy*, 116(6):981–1022, 2008.
 - * Abhijit V Banerjee, Paul J Gertler, and Maitreesh Ghatak. Empowerment and efficiency: Tenancy reform in West Bengal. *Journal of Political Economy*, 110(2):239–280, 2002.

Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

The School of Economics strives to be responsive to student feedback. If you would like more information on how the design of this course and changes made to it over time have taken students' needs and preferences into account, please contact the Director of Education at the School of Economics.

Consent for De-Identified Data to be Used for Secondary Research into Improving Student Experience

To enhance your student experience, researchers at UNSW conduct academic research that involves the use of de-identified student data, such as assessment outcomes, course grades, course engagement and participation, etc. Students of this course are being invited to provide their consent for their de-identified data to be shared with UNSW researchers for research purposes after the course is completed.

Providing consent for your de-identified data to be used in academic research is voluntary and not doing so will not have an impact on your course grades.

Researchers who want to access your de-identified data for future research projects will need to submit individual UNSW Ethics Applications for approval before they can access your data.

A full description of the research activities aims, risks associated with these activities and how your privacy and confidentiality will be protected at all times can be found [here](#).

If you consent to have your de-identified data used for academic research into improving student experience, you do not need to do anything. Your consent will be implied, and your data may be used for research in a format that will not individually identify you after the course is completed.

If you do not consent for this to happen, please email the opt-out form to seer@unsw.edu.au to opt-out from having your de-identified data used in this manner. If you complete the opt-out form, the information about you that was collected during this course will not be used in academic research.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Shreya Dhall				Wednesday 2-3 PM(Online) or by appointment	No	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND 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

Further information is provided on the [Policies and Guidelines](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [UNSW HDR learning outcomes](#).

Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Code of Conduct, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

Submission of Assessment Tasks

SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the UNSW [Current Students](#) page.

SPECIAL CONSIDERATION

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, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. Applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application immediately sends an email to the student and to the assessor with the outcome of the application. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

LATE SUBMISSION PENALTIES

LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time

extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

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, other than a final assessment, 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. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#),

which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

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.