



## UNSW Course Outline

# ECON1101 Microeconomics 1 - 2024

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## General Course Information

**Course Code :** ECON1101

**Year :** 2024

**Term :** Term 2

**Teaching Period :** T2

**Is a multi-term course? :** No

**Faculty :** UNSW Business School

**Academic Unit :** School of Economics

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Economics is a social science that studies how people make decisions in a world with limited resources and the ways in which they interact with one another.

The goal of this course is to provide you with the basic tools to “think like an economist” – that is, to be able to use basic economic principles to ask and answer questions about how the world works and what is the intended and unintended effects of various policies.

We will cover topics such as how individuals or firms make decisions about the demand for or supply of a product, how we can determine the efficiency of a market, and how we evaluate the costs and benefits of trade or government interventions in the society.

## **Course Aims**

The aim of this course is to provide an introduction to microeconomic analysis. It outlines the theory of markets with relevant applications to individual, business and social issues.

ECON1101 is a core requirement for all students in the BEc programs. Additionally, ECON1101 is a prerequisite for ECON1401, and all courses in the School of Economics with a course code number beginning with 2 or 3.

No previous study of economics is assumed.

## **Relationship to Other Courses**

As mentioned, ECON1101 is a core requirement for all students in the BEc programs. Additionally, ECON1101 is a prerequisite for ECON1401, and all courses in the School of Economics with a course code number beginning with 2 or 3.

No previous study of economics is assumed.

# Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Explain the assumptions that underlie standard microeconomic models of individual and collective decision-making and behaviour in a world with limited resources.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO3 : Business Communication</li><li>• PLO6 : Global and Cultural Competence</li></ul>
CLO2 : Identify appropriate economic models (e.g., models of perfectly competitive markets and various market imperfections) and apply them to analyse and predict the behaviour of individuals and firms interacting in markets.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>
CLO3 : Articulate how individuals and society as a whole benefit or are harmed by economic markets.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO4 : Teamwork</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>
CLO4 : Evaluate the costs and benefits of government policies that affect economic incentives and behaviour.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li></ul>
CLO5 : Use basic mathematical tools to demonstrate the properties and predictions of economic models and calculate the effect of changes in economic variables.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>

Course Learning Outcomes	Assessment Item
CLO1 : Explain the assumptions that underlie standard microeconomic models of individual and collective decision-making and behaviour in a world with limited resources.	<ul style="list-style-type: none"> <li>• Playeconomics: Game + Academia</li> <li>• Final Exam</li> </ul>
CLO2 : Identify appropriate economic models (e.g., models of perfectly competitive markets and various market imperfections) and apply them to analyse and predict the behaviour of individuals and firms interacting in markets.	<ul style="list-style-type: none"> <li>• Playeconomics: Game + Academia</li> <li>• Final Exam</li> </ul>
CLO3 : Articulate how individuals and society as a whole benefit or are harmed by economic markets.	<ul style="list-style-type: none"> <li>• Playeconomics: Game + Academia</li> <li>• Final Exam</li> </ul>
CLO4 : Evaluate the costs and benefits of government policies that affect economic incentives and behaviour.	<ul style="list-style-type: none"> <li>• Playeconomics: Game + Academia</li> <li>• Final Exam</li> </ul>
CLO5 : Use basic mathematical tools to demonstrate the properties and predictions of economic models and calculate the effect of changes in economic variables.	<ul style="list-style-type: none"> <li>• Playeconomics: Game + Academia</li> <li>• Final Exam</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## Learning and Teaching in this course

All lectures and assessments have been designed to appropriately challenge students and support their achievement of the desired learning outcomes. A climate of inquiry and dialogue is encouraged between students and teaching staff, and amongst students (in and out of class). The teaching staff aim to provide meaningful and timely feedback to students to improve learning outcomes.

## LEARNING AND TEACHING ACTIVITIES

**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](#).

## Learning Activities and Teaching Strategies

The examinable content of the course is defined by the assigned textbook (including the practice questions), the lecture content, and any additional material provided by the lecturer-in-charge.

Students will be taught the core principles of economics and encouraged to practice applying these principles to everyday problems. The aim is to teach students to "think like an economist", whether it is in everyday life, in business situations, or with a broader societal view in mind.

## Class Structure

This course is offered through lectures and weekly workshops, complemented by an active course website that enhances workshops.

Students are expected to attend the lectures, which will be offered face-to-face at the times published in the official UNSW timetable. Attendance is voluntary but strongly recommended and encouraged. Recordings of the lecture material will be released following the presentation of the content in the live class.

The weekly workshops are driven by the questions students need answering and the issues they want help with. Workshops are available both face-to-face and online. Attendance is voluntary but strongly recommended and encouraged, and students may attend any workshop that they choose, subject to physical space requirements for face-to-face workshops.

Regardless of whether you attend face-to-face or online classes, continuous course website-based support will continue to be available to all students throughout the term. To ensure this, course staff will be online during business hours to answer your questions quickly and efficiently, and to make sure you reach the desired level of preparation in this course. This means that support is available throughout the week, even outside scheduled class time.

Additionally, all workshop content will be released in advance (through your e-book), which will provide you with the opportunity to engage with the material early on and to ask questions whenever you require clarification.

All students will submit their final exam online via Moodle.

## Lectures

The purpose of the lectures is to:

1. Provide a logical structure for the course topics.
2. Emphasise the important concepts and methods for each topic.
3. Provide relevant examples that apply the key concepts and methods.

## Course website engagement

The purpose of engaging on the course website is to provide an opportunity for discussion on how to apply various economic concepts and methods. It will allow you to interact directly with other students and the course staff about the specific questions or problems you might have, and will also provide practice and feedback in answering questions relevant to the course.

To facilitate optimal use of your online time devoted to this course, each week you should attempt the questions related to the topic(s) scheduled for discussion and think about what aspects of the material you find difficult and on which you require additional explanation. The direction and detail provided in the answers given by course staff is entirely driven by student demand and relies heavily on students' active preparation and engagement.

Feedback related to your textbook questions' answers will also be provided in a timely fashion via the course website.

## Out-of-Class Study

Most learning will be achieved outside of class time. Remember that lectures can only provide a structure to assist your study. An “ideal” weekly learning strategy looks like the following:

1. **Read the relevant textbook chapter(s).**
2. **Attend lectures.** Here is where the course content will be placed in context, and the key elements of each topic will be highlighted. Lectures are available face-to-face.
3. **Engage with Academia.** Consult the course materials as needed to reach various Academia questions milestones.
4. **Engage with the Playeconomics game.** Consult the course materials as needed to reach various Playeconomics in-game milestones.
5. **Attempt textbook questions.** This will provide a self-test of your understanding, guide your re-

reading of specific parts of the text, and allow you make the most of your time interacting with staff online.

6. **Attend workshops.** Here, course staff will answer your questions and help you work through problems with the course content. Workshops are available online and face-to-face.
7. **Attend PASS.** Here you will work and receive support informally with other students in the course. Note: PASS sessions will be delivered face-to-face.

## Other Professional Outcomes

As mentioned, the aim of this course is to provide an introduction to microeconomic analysis. It outlines the theory of markets with relevant applications to individual, business and social issues.

## Additional Course Information

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Playeconomics: Game + Academia Assessment Format: Individual	45%	Start Date: Not Applicable Due Date: This is an ongoing assessment with elements that must be completed each week.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>
Final Exam Assessment Format: Individual	55%	Start Date: Not Applicable Due Date: Not Applicable	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>

# **Assessment Details**

## **Playeconomics: Game + Academia**

### **Assessment Overview**

This is an **ongoing assessment** with elements that must be completed each week. It will provide constant feedback on how you are progressing through the course concepts. You will be guided through the exact timeline for the activities related to the Game and Academia throughout the course.

### **Course Learning Outcomes**

- CLO1 : Explain the assumptions that underlie standard microeconomic models of individual and collective decision-making and behaviour in a world with limited resources.
- CLO2 : Identify appropriate economic models (e.g., models of perfectly competitive markets and various market imperfections) and apply them to analyse and predict the behaviour of individuals and firms interacting in markets.
- CLO3 : Articulate how individuals and society as a whole benefit or are harmed by economic markets.
- CLO4 : Evaluate the costs and benefits of government policies that affect economic incentives and behaviour.
- CLO5 : Use basic mathematical tools to demonstrate the properties and predictions of economic models and calculate the effect of changes in economic variables.

### **Detailed Assessment Description**

Academia is a rich database of multiple choice and essay/short answer questions that can be accessed via the Playeconomics package. It employs project based problem solving with rich peer feedback to effectively create thriving communities of learners.

The Game is a computer-based interactive experience that can be accessed via the Playeconomics package. It combines gamification, personalised feedback and experiential learning in an innovative and accurate way, to make your microeconomics learning more engaging and fun.

A combination of these online assessment items will account for 45% of your overall course mark. Marks are allocated based on a combination of (1) completing specified activities on the Academia platform, and (2) achieving specific milestones in the Game.

### **Assessment Length**

See Playeconomics e-book/course website for details.

## Submission notes

See Moodle and the Playeconomics course website for assessment deadlines.

## Assessment information

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 will be provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances.

See Playeconomics e-book/course website for more details.

Finally, note that the assessments encourage students to work collaboratively and although students are to submit their work individually, some of the marks for these assessments are associated with the quality of the collaboration. Because of these elements of group assessment and the fact that both assessment tasks will be ongoing throughout the term, no special consideration will be granted for the in-term assessments.

## Assignment submission Turnitin type

This is not a Turnitin assignment

## **Final Exam**

### Assessment Overview

The final exam will assess your understanding of the basic principles of microeconomics.

### Course Learning Outcomes

- CLO1 : Explain the assumptions that underlie standard microeconomic models of individual and collective decision-making and behaviour in a world with limited resources.
- CLO2 : Identify appropriate economic models (e.g., models of perfectly competitive markets and various market imperfections) and apply them to analyse and predict the behaviour of individuals and firms interacting in markets.
- CLO3 : Articulate how individuals and society as a whole benefit or are harmed by economic markets.
- CLO4 : Evaluate the costs and benefits of government policies that affect economic incentives and behaviour.
- CLO5 : Use basic mathematical tools to demonstrate the properties and predictions of economic models and calculate the effect of changes in economic variables.

### Detailed Assessment Description

The exam will likely consist of a combination of multiple choice questions and/or short answer

questions. The exam is expected to take approximately 2 hours for a well-prepared student to complete, but an access window longer than 2 hours will be allowed for completion and submission of the exam.

The final exam is worth 55% of your overall course mark. Further details (including details on the submission process) will be provided closer to the date of the exam.

**The final exam will be conducted during the University examination period.** The exam timetable is constructed and published by the UNSW Examinations Team, and your teaching staff have no advance knowledge of the date and time of the exam.

#### Assessment Length

See Moodle announcements released ahead of exam date.

#### Submission notes

See Moodle.

#### Assessment information

See Moodle announcements released ahead of exam date.

#### Assignment submission Turnitin type

Not Applicable

## General Assessment Information

Attend or watch the lecture recording of the first lecture for detailed in-term assessment instructions.

#### 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 : 27 May - 2 June	Reading	Introduction/Administration Comparative Advantage and the Basis for Trade Read Chapter 1
Week 2 : 3 June - 9 June	Reading	Supply in Perfectly Competitive Markets Read Chapter 2
	Workshop	Introduction/Administration Comparative Advantage and the Basis for Trade Attempt Chapter 1 e-book questions in preparation for this session
Week 3 : 10 June - 16 June	Reading	Demand in Perfectly Competitive Markets Demand & Supply: An Equilibrium Analysis Read Chapter 3 and Chapter 4
	Workshop	Supply in Perfectly Competitive Markets Attempt Chapter 2 e-book questions in preparation for this session
Week 4 : 17 June - 23 June	Reading	Demand & Supply: An Equilibrium Analysis (continued) Government Intervention Read Chapter 4 and Chapter 5
	Workshop	Demand in Perfectly Competitive Markets Demand & Supply: An Equilibrium Analysis Attempt Chapter 3 and Chapter 4 e-book questions in preparation for this session
Week 5 : 24 June - 30 June	Reading	Government Intervention (continued) International Trade Read Chapter 5 and Chapter 6
	Workshop	Demand & Supply: An Equilibrium Analysis (continued) Government Intervention Attempt Chapter 4 and Chapter 5 e-book questions in preparation for this session
Week 6 : 1 July - 7 July	Topic	There are no lectures or workshops this week.
Week 7 : 8 July - 14 July	Reading	Market Power: Monopoly Read Chapter 7
	Workshop	Government Intervention (continued) International Trade Attempt Chapter 5 and Chapter 6 e-book questions in preparation for this session
Week 8 : 15 July - 21 July	Reading	Market Power: Oligopoly Externalities Read Chapter 8 and Chapter 9
	Workshop	Market Power: Monopoly Attempt Chapter 7 e-book questions in preparation for this session
Week 9 : 22 July - 28 July	Reading	Public Goods Revision Read Chapter 10
	Workshop	Market Power: Oligopoly Externalities Attempt Chapter 8 and Chapter 9 e-book questions in preparation for this session
Week 10 : 29 July - 4 August	Workshop	Public Goods Revision Attempt Chapter 10 e-book questions in preparation for this session

## Attendance Requirements

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

## General Schedule Information

The in-term assessment items are available across the term and students can work on them at

their own pace.

Workshops present review questions based on content from the previous week's lecture material.

# Course Resources

## Prescribed Resources

### Course website

The course website can be accessed through the Playeconomics package. It contains all the course content, including the textbook (in pdf and ebook format) and the textbook questions (in ebook format), links to the Playeconomics Game and Academia database, as well as the online forums where you can ask questions and discuss course material. Instructions on how to sign up for the Playeconomics package are accessible via [UNSW Moodle](#).

Students should consult the course website regularly, as it contains important information about the course. It will be assumed that all students have seen all the material posted on the course website. The website will be monitored actively during business hours, with course staff answering the questions you post there.

Course announcements will be posted both on the Moodle page and/or the Playeconomics course website.

### Required textbook

- Motta, A., Dobrescu, L.I., Faravelli, M., McWhinnie, S. (2015) Principles of Microeconomics (4th ed.), ebook (included in the Playeconomics package)

This textbook has been created specifically for this course. The examinable content of the course is defined in the Course Schedule. The required textbook is already included in the Playeconomics package.

### The Playeconomics package

Information on signing up for the Playeconomics package is available on the course [Moodle](#) page. Students will have to create a Playeconomics account. From their account, they will be able to purchase the complete version of Playeconomics, which includes remote access to Academia, to the Playeconomics Game and to the course website, with the required textbook already integrated

in both ebook format (and including numerous educational videos, revision questions, online forums, and other resources) and pdf format.

If you are experiencing financial hardship and are thus unable to purchase the Playeconomics package, please contact the Lecturer-in-Charge.

For any technical issues, please email [support@lionsheartstudios.com](mailto:support@lionsheartstudios.com).

## Optional Readings

The following texts that cover introductory microeconomics material are available in the library:

- Holden, R., Stevenson, B., & Wolfers, J. (2023) Principles of Microeconomics (1st ed.), Macmillan Learning.
- Mankiw, N.G. (2023) Principles of Economics (10th ed.), Cengage Learning.
- Frank, R., Bernanke, B., Antonovics, K., & Heffetz, O. (2022) Principles of Microeconomics (8th ed.), McGraw-Hill Australia.

Students who would like to improve their professional writing ability may wish to consult:

- Faigley, F. (2014), The Little Penguin Handbook (3rd ed.), Pearson Australia.

## Recommended Resources

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

### Business School Learning Support Tools

Business School provides support a wide range of free resources and services to help students in-class and out-of-class, as well as online. These include:

- [Academic Communication Essentials](#) – A range of academic communication workshops, modules and resources to assist you in developing your academic communication skills.
- [Learning consultations](#) – Meet learning consultants who have expertise in business studies, literacy, numeracy and statistics, writing, referencing, and researching at university level.
- [PASS classes](#) – Study sessions facilitated by students who have previously and successfully completed the course.
- [Educational Resource Access Scheme](#) – To support the inclusion and success of students from equity groups enrolled at UNSW Sydney in first year undergraduate Business programs.

### The Nucleus - Business School Student Services team

The Nucleus Student Services team provides advice and direction on all aspects of enrolment and graduation. Level 2, Main Library, Kensington 02 8936 7005 / <https://nucleus.unsw.edu.au/>

## **Business School Equity, Diversity and Inclusion**

The Business School Equity, Diversity and Inclusion Committee strives to ensure that every student is empowered to have equal access to education. The Business School provides a vibrant, safe, and equitable environment for education, research, and engagement that embraces diversity and treats all people with dignity and respect. [BUSEDI@unsw.edu.au](mailto:BUSEDI@unsw.edu.au)

## **UNSW Academic Skills**

Resources and support – including workshops, individual consultations and a range of online resources – to help you develop and refine your academic skills. See their website for details. [academicskills@unsw.edu.au](mailto:academicskills@unsw.edu.au)

## **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.  
[advisors@unsw.edu.au](mailto:advisors@unsw.edu.au)

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.

[International.student@unsw.edu.au](mailto:International.student@unsw.edu.au)

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.

[els@unsw.edu.au](mailto:els@unsw.edu.au)

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.

[counselling@unsw.edu.au](mailto:counselling@unsw.edu.au)

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 9065 9444

## Moodle eLearning Support

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

[externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au)

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

## **Additional Costs**

Individual remote access to the entire Playeconomics package (including the game and course website with integrated textbook, questions and exercises) is provided to UNSW students by Lionsheart Studios for less than the price of a typical second- or even third-hand textbook. All the funds go directly to supporting the continuous development of Playeconomics for future student cohorts and the delivery of financial literacy outreach programs in high schools and vulnerable communities. However, students who are unable or unwilling to purchase a Playeconomics license may access all resources for free using selected PCs on-campus at UNSW - please contact the Lecturer-in-Charge for further information. Finally, if you are experiencing financial hardship and are thus unable to purchase a Playeconomics licence, please contact [support@lionsheartstudios.com](mailto:support@lionsheartstudios.com).

# **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.

The ECON1101 class structure is designed to offer you flexibility and a personalised learning experience. We will offer face-to-face lectures, a strong online engagement of our course staff on the course website and continuous course website-based support during business hours will continue to be available to all students throughout the term.

Our workshops are environments where students can get help with the specific problems they face. The content is student-driven and can include more examples to demonstrate a concept, clarification on specific concepts, or help with specific questions. The aim of embedding this flexibility is for students to have the best possible learning experience, and to give students more control over how face-time with course staff is best spent.

## **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](mailto: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	Rachel Erde		Bus 445		Thursdays 3:30 - 4:30pm and by appointment	No	Yes
	Isabella Dobrescu		Bus 442B		Admin matters: by appointment	Yes	No

## 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 [key policies and support 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 [key policies and support](#) page. For PG Research PLOs, including MPDBS, please refer to the [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 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.

## Submission of Assessment Tasks

### 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. Students studying remotely who have exams scheduled between 10pm and 7am local time, are also able to apply for special consideration to sit a supplementary exam at a time outside of these hours.

Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable. To apply, and for further information, see Special Consideration on the UNSW [Current Students](#) page.

Special consideration 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.

Please note the following:

1. Applications can only be made through Online Services in myUNSW (see the UNSW [Current Students](#) page). Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when your application is processed.
2. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
3. If you experience illness or misadventure in the lead up to an exam or assessment, you must submit an application for special consideration, either prior to the examination taking place, or prior to the assessment submission deadline, except where illness or misadventure prevent you from doing so.
4. If your circumstances stop you from applying before your exam or assessment due date, you must apply within 3 working days of the assessment or the period covered by your supporting documentation.
5. Under the UNSW Fit To Sit/Submit rule, if you sit the exam/submit an assignment, you are declaring yourself well enough to do so and are cannot subsequently apply for special consideration.
6. If you become unwell on the day of – or during – an exam, you must stop working on your exam, advise your course coordinator or tutor and provide a medical certificate dated within 24 hours of the exam, with your special consideration application. For online exams, you must contact your course coordinator or tutor immediately via email, Moodle or chat and advise them you are unwell and submit screenshots of your conversation along with your medical certificate and application.
7. 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 [key policies and support](#) page.

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