UNSW Course Outline

ZZBU6601 General Analytics Capstone - 2024

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General Course Information

Course Code : ZZBU6601
Year : 2024
Term : Hexamester 1
Teaching Period : KB
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : School of Information Systems and Technology Management
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Online - Asynchronous
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

The capstone project is the culminating experience of the Masters of Analytics program and provides you with the opportunity to apply and integrate their knowledge and skills in an actual professional context. You will undertake a range of applied professional tasks to complete your

project. This would involve a relevant literature review in the selected focus area, application of design thinking, and other analysis tools, project implementation using analytics methods and toolsets, and critical reflection of real-world practice. The results will be reported in the format of a project report and as a public presentation. The course combines theory and practice to encourage active engagement, self-reflection, and enhance student learning for professional practice.

Course Aims

The primary goal of the capstone project in the Masters of Analytics program is to equip students with a practical, hands-on experience that merges their comprehensive academic learning with ethical and social responsibilities in a professional setting. This course is thoughtfully designed to challenge students to apply their theoretical knowledge and skills while upholding ethical standards and considering social impacts.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Apply knowledge and skills in analytics to business scenarios and professional practice.	• PLO1 : Business Knowledge
CLO2 : Formulate and communicate evidence-based solutions to industry problems and issues	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice
CLO3 : Evaluate analytics practices and outcomes in the light of ethical and legal considerations.	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence
CLO4 : Critically reflect on self-leadership and professional capabilities	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice • PLO7 : Leadership Development

Course Learning Outcomes	Assessment Item
CLO1 : Apply knowledge and skills in analytics to business scenarios and professional practice.	• Literature Review • Project
CLO2 : Formulate and communicate evidence-based solutions to industry problems and issues	• Presentation & Self-reflection • Literature Review • Project
CLO3 : Evaluate analytics practices and outcomes in the light of ethical and legal considerations.	• Presentation & Self-reflection • Project
CLO4 : Critically reflect on self-leadership and professional capabilities	• Presentation & Self-reflection • Project

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

This course is designed as a capstone in the Master of Analytics program within which you will be
expected to complete a project. The capstone project is an industry relevant research project that
will provide you with the opportunity to apply and integrate your knowledge and skills in a professional context. The project is divided into component parts, with staged submissions, and

is
designed to reflect the various industry stages of an analytics project: problem identification, implementation and presentation. The course contains a variety of resources and activities that are
carefully designed to support you complete this capstone project.
Some activities require you to work and think alone, by reading some text, listening to a recording or watching a video. You might be asked to engage with the material and explore interactive elements by clicking to reveal content, to help you better absorb and process the concepts. Some
activities require you to produce work of your own. You might be answering a question or posting to a forum, for example. Some activities are assessment tasks, which have been carefully designed
to measure how well you have achieved the learning outcomes of the course. Typically, you will get
feedback on your work, either from yourself (by checking your work with models that are provided),
or from an automatic marking process, or from your peers, or from your teacher.
You also have access to a variety of ways to communicate with your peers and with the teaching staff. The general discussion forums are a place for you to ask and answer questions, to interact with your peers, and to be challenged by your teachers. Getting involved in these forums will enhance your learning experience and make it more enjoyable. Your course may include Webinars,
which provide an opportunity to hear directly from your Online Lecturers and ask questions in real
time. All webinars are recorded so you can access them at any time. Online Lecturers are available
for consultations and will post information about how to access consultations on the course website. You can also contact your Online Lecturer by email using the email address in the teaching
staff section of this outline.
It is up to you how much work you do. The more time and effort that you can dedicate to the course,
the better will be your learning and your results.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Literature Review Assessment Format: Individual	25%	Due Date: Week 4, Monday, 9:00am Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO6 : Global and Cultural Competence
Project Assessment Format: Individual	50%	Due Date: Week 6, Monday, 9:00am	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice
Presentation & Self-reflection Assessment Format: Individual	25%	Due Date: Monday Week 7, 9:00am Sydney time	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO7 : Leadership Development

Assessment Details

Literature Review

Assessment Overview

Write a literature review on current trends in analytics

Course Learning Outcomes

- CLO1 : Apply knowledge and skills in analytics to business scenarios and professional practice.
- CLO2 : Formulate and communicate evidence-based solutions to industry problems and issues

Assessment Length

2000 words

Project

Assessment Overview

Write a report to discuss strategies and solutions to problems

Course Learning Outcomes

- CLO1 : Apply knowledge and skills in analytics to business scenarios and professional practice.
- CLO2 : Formulate and communicate evidence-based solutions to industry problems and issues
- CLO3 : Evaluate analytics practices and outcomes in the light of ethical and legal considerations.
- CLO4 : Critically reflect on self-leadership and professional capabilities

Assessment Length

3000 words

Presentation & Self-reflection

Assessment Overview

Create a narrated slideshow presentation and write a self reflection

Course Learning Outcomes

- CLO2 : Formulate and communicate evidence-based solutions to industry problems and issues
- CLO3 : Evaluate analytics practices and outcomes in the light of ethical and legal considerations.
- CLO4 : Critically reflect on self-leadership and professional capabilities

Assessment Length

8-10 minutes, 600 words

General Assessment Information

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 15 January - 21 January	Online Activity	Introduction to the project
Week 2 : 22 January - 28 January	Online Activity	Literature review
Week 3 : 29 January - 4 February	Online Activity	Project implementation- Design thinking
Week 4 : 5 February - 11 February	Online Activity	Project implementation- Analytics methods
Week 5 : 12 February - 18 February	Online Activity	Project implementation- Data visualisation and analysis
Week 6 : 19 February - 25 February	Online Activity	Write project report

Attendance Requirements

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

Course Resources

Course Evaluation and Development

Toward the end of the hexamester you will be asked to give feedback about the course, via UNSW's
MyExperience survey. Your feedback will be used, along with feedback from other stakeholders, to
help improve the course. You can also contact your Course Convenor any time you have suggestions
or other feedback.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	David Bond					No	Yes

Other Useful Information

Academic Information

LEARNING AND TEACHING ACTIVITIES

UNSW Online Courses contain a variety of resources and activities that are carefully designed to enhance your learning.

Some activities require you to work and think alone, by reading some text, listening to a recording or watching a video. You might be asked to engage with the material and explore interactive elements by clicking to reveal content, to help you better absorb and process the concepts. Some activities require you to produce work of your own. You might be answering a question, writing code to solve a problem, or posting to a forum, for example. Some activities are assessment tasks, which have been carefully designed to measure how well you have achieved the learning outcomes of the course. Typically, you will get feedback on your work, either from yourself (by checking your work with models that are provided), or from an automatic marking

process, or from your peers, or from your teacher.

You also have access to a variety of ways to communicate with your peers and with the teaching staff. The general discussion forums are a place for you to ask and answer questions, to interact with your peers, and to be challenged by your teachers. Getting involved in these forums will enhance your learning experience and make it more enjoyable. Your course may include Webinars, which provide an opportunity to hear directly from your Online Facilitators and ask questions in real time. All webinars are recorded so you can access them at any time. You can also contact your Online Facilitator by email using the email address in the teaching staff section of the course website.

It is up to you how much work you do. The more time and effort that you can dedicate to the course, the better will be your learning and your results.

RESOURCES

The website for the course is on Moodle, at: http://moodle.telt.unsw.edu.au. All readings and activities will be available there - no additional materials are required.

TECHNICAL REQUIREMENTS

The course is fully online. You will need:

- A fast and reliable computer (or equivalent device), with an up-to-date operating system
- A fast and reliable internet connection
- The latest version of a modern browser (e.g. Edge, Chrome, Firefox or Safari)
- A reliable way to store your files - either on your computer with a backup routine, or in the cloud (e.g. using Dropbox)

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

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 Plagarism

As a student at UNSW you are expected to display academic integrity in your work and interactions.

UNSW values academic integrity and has strict rules against cheating. In particular, it has strict rules against trying to get credit that you don't deserve. Thus, you should not plagiarise - i.e. present someone else's work as if it's your own. This could be the work of an academic, or a peer, or a contract writer or AI tools, and it includes work of all kinds - exact words, general ideas, designs, drawings, software, and so on. Nor should you recycle your own work - i.e. submit it for credit in multiple courses. UNSW also has strict rules against helping others to cheat - e.g. by giving someone your work to copy, or doing someone's work for them, and so on.

For further information about academic integrity and plagiarism at UNSW go to: https://student.unsw.edu.au/plagiarism

For information about acknowledging your sources and referencing go to: https://student.unsw.edu.au/referencing. If you are not sure what referencing style to use in this course, you should ask your Course Convenor.

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.

GENERATIVE AI IN TEACHING AND ASSESSMENT

UNSW accepts the potential of these tools and is excited to explore ways to use AI to enrich your learning experience while maintaining the integrity of our programs and therefore of your degrees. We expect that, as we learn about how best to do this, our policies will adapt.

Each course will indicate how AI softwares may be used for each assessment in the course.

Description of AI permission levels used in UNSW Online Courses:

“No assistance”

- It is prohibited to use any software or service to search for or generate information or answers.
- If its use is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL (‘Fail’), suspension and exclusion.

“Simple editing assistance”

- For the assessment task, you may use standard editing and referencing software, but not generative AI. You are permitted to use the full capabilities of the standard software to answer the question.
- If the use of generative AI such as ChatGPT is detected, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.

“Planning assistance”

- As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial ideas. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e. only occasional AI-generated words or phrases may form part of your final submission. It is a good idea to keep copies of the initial prompts to show your facilitator if there is any uncertainty about the originality of your work.
- If the outputs of generative AI such as ChatGPT form a part of your submission, it will be regarded as serious academic misconduct and subject to the standard penalties, which may

include 00FL, suspension and exclusion.

“Full assistance with attribution”

- You can use generative AI software in this assessment. Any output of generative software within your assessment must be attributed with full referencing. If the outputs of generative AI such as ChatGPT form part of your submission and is not appropriately attributed, it will be regarded as serious academic misconduct and subject to the standard penalties, which may include 00FL, suspension and exclusion.
- To cite*, for example: OpenAI (2023). ChatGPT. OpenAI. https://openai.com/chatgpt

*Please note that the outputs from these tools are not always accurate, appropriate, nor properly referenced. You should ensure that you have moderated and critically evaluated the outputs from generative AI tools such as ChatGPT before submission.

Submission of Assessment Tasks

If illness or other circumstances beyond your control interfere with your assessment performance then you can apply for special consideration, to get an extra opportunity to demonstrate your level of performance.

You must make your application online, through the Special Consideration portal on myUNSW. Do not apply to your course teaching staff - they will be notified automatically.

You must apply before the assessment task is due or the exam is held - if you submit the assessment or sit the exam then you are declaring yourself well enough to do so and are unable to subsequently apply for special consideration. If illness or misadventure prevent you from applying in advance, then you must apply as soon as possible, and provide evidence that you could not apply sooner. If you become unwell on the day of the exam, you must provide evidence dated within 24 hours of the exam, with your application.

Your application will be considered centrally, by a case review team, and they will notify you of the outcome. If your application is successful, then an alternative means of fulfilling the assessment requirements of the course will be provided.

You can read more about special consideration at: https://student.unsw.edu.au/special-consideration

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 Course Convenor 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 5 working days of submission, under normal circumstances.

Faculty-specific Information

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.

You can also contact your Course Convenor any time you have suggestions or other feedback.

QUALITY ASSURANCE

UNSW 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 our programs. All material used for such processes will be treated as confidential.