



## UNSW Course Outline

# ECON1203 Business and Economic Statistics - 2024

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## General Course Information

Course Code : ECON1203

Year : 2024

Term : Term 1

Teaching Period : T1

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

ECON1203 Business and Economic Statistics introduces students to the main statistical concepts and methods that are widely used in economics, finance, accounting, marketing and, more generally, in business. Emphasis is placed on applying statistical methods to draw

inferences from sample data to support informed decision-making. Course topics include: descriptive statistics, probability distributions, point and interval estimation of parameters, hypothesis testing, and regression models. Students will learn to solve statistical problems in an Excel spreadsheet environment. This course provides the basis for further study of statistical and econometric methods.

## Course Aims

ECON1203 is offered as part of the first-year core in the BEc degree within the UNSW Business School. It aims to give you the basic skills and knowledge for data analysis that will be used in further study in all other disciplines in the Business School. In particular, ECON1203 is a prerequisite for all higher-level courses in econometrics and business statistics offered by the School of Economics. These courses are designed to equip students with more advanced statistical and other quantitative skills that are in demand by employers in the public and private sectors.

## Relationship to Other Courses

ECON1203 is offered as part of the first-year core in the BEc degree within the UNSW Business School. It aims to give you the basic skills and knowledge for data analysis that will be used in further study in all other disciplines in the Business School. In particular, ECON1203 is a prerequisite for all higher-level courses in econometrics and business statistics offered by the School of Economics. These courses are designed to equip students with more advanced statistical and other quantitative skills that are in demand by employers in the public and private sectors.

### Presumed Knowledge

ECON 1203 takes seriously the Business Schools assumed knowledge requirement that all students entering the BEc degree are familiar with the material covered in HSC Mathematics, which includes: basic functions, including logarithmic and exponential; using graphs to represent and analyse functions; solving equations; basic probability; and elementary differentiation and integration. If you have not studied one or more of these topics previously, then remedial work will be necessary. This material will not be revised as part of the ECON1203 lectures or workshops.

A series of diagnostics have been designed to evaluate the adequacy of your basic quantitative skills for this course. These tests are available on the course website and all students should attempt the tests to reflect on whether they need additional help. Students with the appropriate background will find the tests straightforward. If this is not the case for you, and your results

make you feel that you require some assistance, you may wish to engage in some self-directed study, in which case we recommend you purchase the following book available at the UNSW bookshop: Managing Mathematics: A Refresher Course for Economics and Commerce Students, by Judith Watson, 2nd edition, 2002.

In addition to the above resources, the education portfolio also offers individual consultations to support your numeracy skills. The best way to make use of these consultations is to complete the diagnostics, identify which questions you had difficulties with and then ask for assistance. This way, the consultation session can be utilised efficiently. You can make the bookings for these sessions [here](#).

## Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Explain basic statistical methods and know when to apply appropriate methods in practical scenarios. Employ statistical tools and skills to interpret characteristics of data relevant to problems in economics and business.	• PL01 : Business Knowledge
CLO2 : Independently use Excel's graphical and statistical capabilities.	• PL01 : Business Knowledge • PL03 : Business Communication • PL07 : Leadership Development
CLO3 : Formulate and solve real problems amenable to statistical analysis using data that arise in economics and business, using methods appropriate to the problem and data available	• PL01 : Business Knowledge • PL02 : Problem Solving • PL07 : Leadership Development
CLO4 : Construct written work which is logically and professionally presented. Convey statistical ideas and results so that non-experts can understand the key outcomes of analysis.	• PL03 : Business Communication
CLO5 : Work collaboratively to complete a task.	• PL04 : Teamwork
CLO6 : Explain and demonstrate the ethical responsibilities associated with reporting statistical results.	• PL01 : Business Knowledge • PL03 : Business Communication • PL05 : Responsible Business Practice • PL07 : Leadership Development
CLO7 : Formulate economic and business interactions in analytical terms and analyse them using tools provided by the theory.	• PL01 : Business Knowledge • PL02 : Problem Solving • PL03 : Business Communication • PL06 : Global and Cultural Competence

Course Learning Outcomes	Assessment Item
CLO1 : Explain basic statistical methods and know when to apply appropriate methods in practical scenarios. Employ statistical tools and skills to interpret characteristics of data relevant to problems in economics and business.	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> <li>• Excel Training Program</li> </ul>
CLO2 : Independently use Excel's graphical and statistical capabilities.	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> <li>• Excel Training Program</li> </ul>
CLO3 : Formulate and solve real problems amenable to statistical analysis using data that arise in economics and business, using methods appropriate to the problem and data available	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> </ul>
CLO4 : Construct written work which is logically and professionally presented. Convey statistical ideas and results so that non-experts can understand the key outcomes of analysis.	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> </ul>
CLO5 : Work collaboratively to complete a task.	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> </ul>
CLO6 : Explain and demonstrate the ethical responsibilities associated with reporting statistical results.	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> </ul>
CLO7 : Formulate economic and business interactions in analytical terms and analyse them using tools provided by the theory.	<ul style="list-style-type: none"> <li>• Academia</li> <li>• Case study assessment</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Playconomics

## Learning and Teaching in this course

The philosophy underpinning this course and its teaching and learning strategies is based on [Guidelines on Learning that Inform Teaching at UNSW](#)".

The course materials 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 demonstrators and amongst students (in and out of class). Teaching staff aim to provide meaningful and timely feedback to students to improve learning outcomes.

## Learning Activities and Teaching Strategies

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

## **Class Structure**

This course is offered through weekly lectures and workshops, complemented by an active course website that enhances workshops. Students are expected to attend the lectures, which will be offered in-person at the times published in the official UNSW timetable.

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

Support is also available online through the course website. 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 ebook), which will provide you with the opportunity to engage with the material early on and to ask questions whenever you require clarification.

## **Lectures**

The purpose of lectures is to provide a logical structure for the topics that make up the course; to emphasise and explain the important concepts and methods in each topic; and to provide initial examples to which the concepts and methods are applied.

## **Workshops**

Workshops are an integral part of the course. Workshop activities, including discussions, build on the material discussed in lectures and are designed to help you deepen your understanding and practice working with the material. This term the workshops will be offered only face-to-face, remember to please check the physical class location on your timetable.

## **Course website engagement**

The purpose of engaging on the course website is to provide an opportunity for discussion on how to apply various 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

A significant amount of your learning is expected to be achieved outside of class time. Lectures can only provide a structure to assist your study, and workshop time is limited. The course website offers an array of diverse materials to assist in your out-of-class study and revision.

A good study strategy for getting on top of each week's worth of material is as follows:

- **Read the relevant chapter(s) of the text each week before the lecture.** This will give you a general idea of the topics covered.
- **Attend lecture.** Here the context of that week's topics in the course, their relevance, and the important elements of the topics are identified and explained.
- After completing the above activities, and before attending the week's workshop, **attempt the review questions.** This will help you identify issues that you can discuss and clarify in the workshop.
- **Attend your workshop.** Here you will engage in interactive discussion and problem-solving using the material from the previous week's lecture.
- **Attend PASS.** Here you will work with other students in the course and be given additional material to work on. These sessions will be conducted online.

### Computing

During this course, students will use the popular spreadsheet program Microsoft Excel to solve statistical problems. Excel is a computing tool to perform statistical data analysis and inference. Excel output will be discussed in workshops and lectures, through worked examples. Computing is an integral component of ECON1203, and you are expected to become proficient in Excel by

the end of this course.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Academia Assessment Format: Individual	45%	Start Date: Not Applicable Due Date: Academia is ongoing assessments and you will be guided through the timeline for these activities throughout the course.	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL04 : Teamwork</li><li>• PL05 : Responsible Business Practice</li><li>• PL06 : Global and Cultural Competence</li><li>• PL07 : Leadership Development</li></ul>
Case study assessment Assessment Format: Individual	45%	Start Date: Not Applicable Due Date: 29/04/2024 05:00 PM	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li><li>• PL02 : Problem Solving</li><li>• PL03 : Business Communication</li><li>• PL04 : Teamwork</li><li>• PL05 : Responsible Business Practice</li><li>• PL06 : Global and Cultural Competence</li><li>• PL07 : Leadership Development</li></ul>
Excel Training Program Assessment Format: Individual	10%	Due Date: These will be due weekly starting in week 2 and end in week 10. It will be due on the Sunday of each week at 11:59pm.	<ul style="list-style-type: none"><li>• PL01 : Business Knowledge</li><li>• PL03 : Business Communication</li><li>• PL07 : Leadership Development</li></ul>

## Assessment Details

### Academia

#### Assessment Overview

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

#### Course Learning Outcomes

- CL01 : Explain basic statistical methods and know when to apply appropriate methods in

practical scenarios. Employ statistical tools and skills to interpret characteristics of data relevant to problems in economics and business.

- CLO2 : Independently use Excel's graphical and statistical capabilities.
- CLO3 : Formulate and solve real problems amenable to statistical analysis using data that arise in economics and business, using methods appropriate to the problem and data available
- CLO4 : Construct written work which is logically and professionally presented. Convey statistical ideas and results so that non-experts can understand the key outcomes of analysis.
- CLO5 : Work collaboratively to complete a task.
- CLO6 : Explain and demonstrate the ethical responsibilities associated with reporting statistical results.
- CLO7 : Formulate economic and business interactions in analytical terms and analyse them using tools provided by the theory.

### Detailed Assessment Description

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

This will be complemented by the workshops which will ask you to engage with case study-type questions that will help you understand real problems and provide opportunities to learn Excel so that you can complete these SAQs and the Final Report.

**Academia assessment tasks will account for 45% of your overall course mark.** Marks are allocated based on completing specified activities in Academia.

These activities are designed to scaffold towards a second part which is the **final report** (Assessment #2, see below).

## **Case study assessment**

### Assessment Overview

The purpose of the case study is to provide you with an opportunity to apply your understanding of statistics to a real-world setting. It is designed to encourage you to think about the bigger picture and to introduce problem solving skills.

The first part occurs in Academia and will test your understanding of the material on a weekly basis; your work in this task will scaffold towards a final report which is worth 45% of your overall course mark.

## **Course Learning Outcomes**

- CL01 : Explain basic statistical methods and know when to apply appropriate methods in practical scenarios. Employ statistical tools and skills to interpret characteristics of data relevant to problems in economics and business.
- CL02 : Independently use Excel's graphical and statistical capabilities.
- CL03 : Formulate and solve real problems amenable to statistical analysis using data that arise in economics and business, using methods appropriate to the problem and data available
- CL04 : Construct written work which is logically and professionally presented. Convey statistical ideas and results so that non-experts can understand the key outcomes of analysis.
- CL05 : Work collaboratively to complete a task.
- CL06 : Explain and demonstrate the ethical responsibilities associated with reporting statistical results.
- CL07 : Formulate economic and business interactions in analytical terms and analyse them using tools provided by the theory.

## **Detailed Assessment Description**

The purpose of the case study is to provide you with an opportunity to apply your understanding of statistics to a real-world setting. It is designed to encourage you to think about the bigger picture and to introduce problem-solving skills.

The first part occurs in Academia (Assessment #1 as explained above) and will test your understanding of the material on a weekly basis. Your work in Academia will scaffold towards a final report which is worth 45% of your overall course mark.

## **Assessment Length**

2,000 words

## **Submission notes**

Due on Monday 29/04/2024 05:00 PM (AEST) and is to be completed individually. All submissions will be electronic and must be typed.

## **Assignment submission Turnitin type**

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

## **Excel Training Program**

### **Assessment Overview**

Excel is a critical part of completing the case study assessment task. Excel skills are also important to learn for your university studies and future career. In recognition of this, UNSW has

built into this course a training program for you to complete the Microsoft Office Specialist (MOS) Excel Associate and Expert program.

ECON1203 will provide all the resources on Moodle which you need to complete the online training modules.

### **Course Learning Outcomes**

- CLO1 : Explain basic statistical methods and know when to apply appropriate methods in practical scenarios. Employ statistical tools and skills to interpret characteristics of data relevant to problems in economics and business.
- CLO2 : Independently use Excel's graphical and statistical capabilities.

### **Detailed Assessment Description**

Excel is a critical part of completing the case study assessment task. Excel skills are also important to learn for your university studies and future career. In recognition of this, UNSW has built into this course the Microsoft Office Specialist (MOS) Excel Associate and Expert program.

ECON1203 will provide all the resources on Moodle which you need to complete the online training modules and you will be required to post in a discussion forum on a weekly basis.

On completion of the program, you will have the option to undertake a further online test to obtain the industry-recognised Microsoft Office Specialist (MOS) Excel Associate Certification as well as the Excel Expert Certification.

These training programs will be due weekly starting in week 2.

## **General Assessment Information**

### **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 and you must pass the case study assessment to pass the course.
- 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 : 12 February - 18 February	Lecture	Introduction; frequency distributions and histograms; shapes of distributions; describing bivariate relationships, measures of central tendency (location); dispersion measures (spread); measures of association; introduction to linear regression Chapter 1
Week 2 : 19 February - 25 February	Lecture	Introduction to probability, random variables; discrete probability distributions; expectations Chapter 2
	Workshop	Introduction; frequency distributions and histograms; shapes of distributions; describing bivariate relationships, Measures of central tendency (location); dispersion measures (spread); measures of association; introduction to linear regression Attempt Chapter 1 textbook questions
Week 3 : 26 February - 3 March	Lecture	Continuous random variables; the normal distribution; introduction to surveys and sampling Chapter 3
	Workshop	Introduction to probability, random variables; discrete probability distributions; expectations Attempt Chapter 2 textbook questions
Week 4 : 4 March - 10 March	Lecture	Introduction to estimators and sampling distributions; confidence intervals; introduction to hypothesis testing; tests about the population proportion  Chapter 4
	Workshop	Continuous random variables; the normal distribution; introduction to surveys and sampling Attempt Chapter 3 textbook questions
Week 5 : 11 March - 17 March	Lecture	Central limit theorem; more on sampling distributions, hypothesis testing, and inference; tests about the population mean; tests when the population variance is unknown  Chapter 5
	Workshop	Introduction to estimators and sampling distributions; confidence intervals; introduction to hypothesis testing; tests about the population proportion Attempt Chapter 4 textbook questions
Week 6 : 18 March - 24 March	Lecture	No lectures this week.
	Workshop	No workshops this week.
Week 7 : 25 March - 31 March	Lecture	More on confidence intervals; errors in hypothesis testing; p-values; power and sample size, Chi-squared tests Chapters 6  **Good Friday holiday 29th March 2024**
	Workshop	Central limit theorem; more on sampling distributions, hypothesis testing, and inference; tests about the population mean; tests when the population variance is unknown Attempt Chapter 5 textbook questions
Week 8 : 1 April - 7 April	Lecture	Simple linear regression; the least squares method; basic assumptions; R-squared; Inference about the regression line; errors and residuals; introduction to multiple regression  Chapter 7  **Easter Monday holiday 1st April 2024**

	Workshop	More on confidence intervals; errors in hypothesis testing; p-values; power and sample size, Chi-squared tests Attempt Chapter 6 textbook questions
Week 9 : 8 April - 14 April	Lecture	Multiple regression, continued; review  Chapter 8
	Workshop	Simple linear regression; the least squares method; basic assumptions; R-squared; Inference about the regression line; errors and residuals; introduction to multiple regression Attempt Chapter 7 textbook questions
Week 10 : 15 April - 21 April	Lecture	No lectures
	Workshop	Multiple regression, continued; review Attempt Chapter 8 textbook questions
Week 12 : 29 April - 5 May	Assessment	Case Study Final Report due this Monday, 29/04/2024 at 5:00 pm.

## Attendance Requirements

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

## Course Resources

### Prescribed Resources

Course website

The course website can be accessed through the Playconomics 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 Playconomics 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 Playconomics 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 Playconomics course website.

Required textbook

Fiebig, D., Lim, J., (2024) Business Economics and Statistics (2nd ed.), ebook (included in the Playconomics 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 Playconomics package.

The Playconomics package

Information on signing up for the Playconomics package is available on the course [Moodle page](#).

Students will have to create a Playconomics account. From their account, they will be able to purchase the complete version of Playconomics, which includes remote access to Academia, to the Playconomics 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 Playconomics package, please contact the Lecturer-in-Charge. For any technical issues, please email [support@lionsheartstudios.com](mailto:support@lionsheartstudios.com).

### Optional readings

The following books, available in the High Use Collection section of the library, may also be useful as alternative references.

- Black, et al. (2019), Business Analytics and Statistics, 1st Edition, Wiley (ISBN 978-0-730-32193-2).
- Sharpe, DeVeaux and Velleman (2015), Business Statistics, 3rd Global Edition, Pearson (ISBN 978-1-292-05869-6). (You can purchase the e-book [here](#))
- Keller, G. (2015), Statistics for Management and Economics (Abbreviated), 10th Edition. South-Western Cengage Learning. (You can purchase the e-book [here](#))
- Berenson, M.L. et al. (2018), Basic Business Statistics. 5th Edition, Pearson. (You can purchase the e-book [here](#))

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

- Faigley, F. (2011), The Little Penguin Handbook, (Australasian ed.) Pearson, Australia.

## 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 ECON1203 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 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
Head lecturer	Jonathan Lim		BUS 442C	9065 6072	Thursday 1pm-3pm and 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 [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.