UNSW Course Outline

COMM1040 Entrepreneurial Ecosystems - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : COMM1040
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : UNSW Business School
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

Entrepreneurship in the 21st century is rapidly evolving. Disruptive changes in technology, manufacturing, supply chains, talent, communication, and capital markets have led to the rise of global startup ecosystems. Governments, corporates and universities are recognising the

potential for the next wave of economic growth to emerge from disruptive startup enterprises, and are working together to nurture them via grants, tax incentives, direct funding, subsidised space, education, competitions, purchasing policies, mentoring and partnerships.

This course provides exposure to the fundamentals of global entrepreneurship ecosystems and the practical aspects of identifying, evaluating, and moving business ideas forward in them. The course inspires students to critically think about how entrepreneurs identify opportunities, understand customer needs, harness resources, create innovative business models, attract capital and solve real-world challenges.

The course addresses key contemporary topics in entrepreneurship ecosystems and their application in any field—from business and design to healthcare and product development. The course aims to provide foundational knowledge of entrepreneurship ecosystems, lean startup and design thinking methodologies applied in startups. Different offerings of the course will allow students to:

1. explore the rise of Sydney as one of the world's emerging entrepreneurial cities through experiential learning, employing the latest in VR and AR technologies, or

2. undertake a study tour of an international entrepreneurial ecosystem which will include online workshops on startup best practice overseas, and a two week intensive startup ecosystem experience.

This course also provides a pathway into the UNSW Founders Program. For more information visit: https://founders.unsw.edu.au

For Business School students, this course can be counted as one of your Business School electives.

Course Aims

The course aims to provide foundational knowledge and skills in entrepreneurship, lean startup and design thinking methodologies applied in startups.The course explores key issues in the development of ecosystems and the intersection of startups, innovation and entrepreneurship.

Students will work in cross-disciplinary teams to identify entrepreneurs and startups that thrive in an entrepreneurial ecosystem and critical analyse their defining characteristics. Students will develop applied skills in networking, pitching and strategic analysis.

The course combines theory and practice with the aim of encouraging active learning and self-reflection to enhance student learning and professional practice.

Relationship to Other Courses

This course aims to give students from any discipline foundational knowledge and skills in entrepreneurship, lean startup and design thinking methodologies applied in startups.

The course explores key issues in the development of ecosystems and the intersection of startups, innovation and entrepreneurship.

Students will work in cross-disciplinary teams to identify entrepreneurs and startups that thrive in the Sydney ecosystem and critical analyse their defining characteristics. Students will develop applied skills in networking, pitching and strategic analysis.

Students studying Entrepreneurial Ecosystems will be in a position to further their academic pursuits in entrepreneurship by following a clear pathway into MGMT2010 Innovation and Entrepreneurship.

This course also provides a pathway into the UNSW Founders Program. For more information visit: https://founders.unsw.edu.au

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.
CLO2 : Adopt a global perspective when assessing startup ecosystems.
CLO3 : Apply lean startup and design thinking methodologies to existing businesses.
CLO4 : Identify cultural and communication characteristics critical for startup ecosystems.
CLO5 : Critically reflect on your own practise as an emerging entrepreneur.
CLO6 : Apply research skills to the analysis of emerging startups/social enterprise opportunities.

Course Learning Outcomes	Assessment Item
CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.	• LEAN Canvas Report and Presentation • Ecosystem Comparative Analysis • Contribution to class and field work
CLO2 : Adopt a global perspective when assessing startup ecosystems.	• Reflective journal • Ecosystem Comparative Analysis
CLO3 : Apply lean startup and design thinking methodologies to existing businesses.	• LEAN Canvas Report and Presentation • Contribution to class and field work
CLO4 : Identify cultural and communication characteristics critical for startup ecosystems.	• Reflective journal
CLO5 : Critically reflect on your own practise as an emerging entrepreneur.	• LEAN Canvas Report and Presentation • Reflective journal
CLO6 : Apply research skills to the analysis of emerging startups/social enterprise opportunities.	• LEAN Canvas Report and Presentation

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

The overall pedagogical philosophy of this course is based on the belief that learning is an active process, requiring engagement and immersion. Due to the dynamic nature of entrepreneurship the course has a strong experiential-learning focus. The course combines theory and practice with the aim of encouraging active learning and self-reflection to enhance student learning and professional practice. In addition to on-campus and online activities, students will explore the rise of Sydney as one of the world's emerging entrepreneurial cities through experiential learning,

employing latest mobile technologies..

The course assumes the ability and willingness of students to actively engage in class and on field trips and to take on a multi-disciplinary approach.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
LEAN Canvas Report and Presentation Assessment Format: Group	35%	Start Date: Not Applicable Due Date: 15/11/2024 03:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO6 : Global and Cultural Competence
Reflective journal Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 21/10/2024 03:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO7 : Leadership Development
Ecosystem Comparative Analysis Assessment Format: Individual	25%	Start Date: Not Applicable Due Date: 31/10/2024 04:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development
Contribution to class and field work Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 15/11/2024 03:00 PM	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development

Assessment Details

LEAN Canvas Report and Presentation

Assessment Overview

Team presentation to apply course concepts in business settings and practice teamwork skills, as well as their reflections on team learning.

30% for their presentation and 5% individual grades for their learning reflection.

LEAN Canvas Report and Presentation - Assesses: PLO1, PLO2, PLO3, PLO6

BCom students: myBCom points for PLO6.

Course Learning Outcomes

- CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.
- CLO3 : Apply lean startup and design thinking methodologies to existing businesses.
- CLO5 : Critically reflect on your own practise as an emerging entrepreneur.
- CLO6 : Apply research skills to the analysis of emerging startups/social enterprise opportunities.

Detailed Assessment Description

You will present your ideas that provide an analysis and solution to the problem presented by a Sydney-based entrepreneur during Week 1 of the term. We will set aside time in Week 2 and 5 for your initial planning, and Week 9 to provide assistance to your final planning. Your job is to analyse the problem or the situation that is presented with special focus on the entrepreneurial ecosystem:

- Interdependencies, opportunities, and challenges
- Apply LEAN startup and design thinking methodologies if relevant
- Apply entrepreneurial thinking and skills
- Apply clear concise logic
- Use of course material
- Use of research ideas

LEAN Canvas Report and Presentation - Assesses: PLO1, PLO2, PLO3, PLO6

BCom students: myBCom points for PLO6.

Assessment Length

12 minute presentation

Submission notes

To be presented in class in Week 10

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Generative AI Software-based Assessments

This assessment is designed for you to use generative AI as part of the assessed learning outcomes. Please refer to the assessment instructions for more details.
For more information on Generative AI and permitted use please see here.

Reflective journal

Assessment Overview

Journal assessment to help students reflect on course content and their role in the entrepreneurial ecosystem.

Reflective Journal - Assesses: PLO1, PLO2, PLO3, PLO5, PLO7

BCom students: myBCom points for PLO7

Course Learning Outcomes

- CLO2 : Adopt a global perspective when assessing startup ecosystems.
- CLO4 : Identify cultural and communication characteristics critical for startup ecosystems.
- CLO5 : Critically reflect on your own practise as an emerging entrepreneur.

Detailed Assessment Description

Your reflective journal should contain your own ideas, thoughts and lessons regarding some of the learnings associated with the course.

You must complete both parts of the Assessment.

Advice: Do not wait until the deadline to produce your videos. Avoid last minute stresses by producing them as you do the work!

Part A: The Great Sydney Treasure Hunt (details for access are in Moodle)

Explore the Sydney ecosystem in your own time. We consider this important so that you can see, feel, hear, and even smell what it is like to be part of the Sydney world. You will go on a tour of

Sydney and collect information at specific locations about the Sydney entrepreneurial ecosystem. **You will make a video assessment which includes your own video and/or stills of your journey.**

Conduct a critical review, think about what you've gained and learned from taking part in the tour in conjunction with the course material. What are the lessons learnt? Think of how to apply the ideas from our "how to do a reflection" session in Unit 1.

Important notes:

- Be sensible. Do the tour with a view to looking after your own safety – follow all safety rules, social isolation etc. If the tour is not legally allowed due to COVID-19 etc then the tour will be virtual.
- Visit the locations in the tour but DO NOT locate a specific building or enter a building. Do not accost people in the videos!
- Use course content to provide a framework for the reflection.
- Use the ideas about reflection from Week 1 of the course
- For help on reflective writing also see: https://student.unsw.edu.au/reflective-writing

Part B: Choose one topic from this choice of two:

1. The Northcott Estate problem (covered in course content) provides an example of how to create essential change in a community for the better with very few resources. How would you use these ideas and other examples (i.e., NOT the Northcott Estate problem) to create great social change for the better in the world? In your submission you should include:
    - The problem and the context
    - Your approach
    - What insights do you have regarding the importance of the course?

OR

1. Make a prototype of something and explain why it is the foundation of a business idea. You must make something physical (i.e., not software, service, or consultancy, etc). You could use a 3D printer, sewing machine, cardboard etc. You could use the MCIC Makerspace if available where there is a wide selection of proptyping tools available:

- Information here: https://www.making.unsw.edu.au/mcic/facilities/mcic-makerspace/
- Induction here: https://www.making.unsw.edu.au/get-started/

In your submission you should include:

- Photos of you and your prototype. Drawings, diagrams, mindmaps as relevant.
- Reflect on the value of your prototype (financial or otherwise)
- Why does it excite you?
- How does it fix a customer pain? Why will people pay for it?
- How will you make a profit?
- Analyse with regards to course content and include your own ideas and lessons learned
- Focus of this topic must be on the prototype within the entrepreneurial ecosystem NOT on marketing or selling etc.,

To submit, save a copy to your OneDrive, and save the link into a Word file. Make sure the correct permissions are set on the video. Submit the Word file in Moodle

Reflective Journal - Assesses: PLO1, PLO2, PLO3, PLO5, PLO7

BCom students: myBCom points for PLO7

Assessment Length

Two 3-minute videos or one 3-minute video and one 300-word reflective journal

Submission notes

Part A must be a video (mp4)

Assignment submission Turnitin type

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

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.
Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.
If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Ecosystem Comparative Analysis

Assessment Overview

Report to help students apply research on course concepts and deep dive into a practical analysis.

Ecosystem Comparative Analysis - Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7

Course Learning Outcomes

- CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.
- CLO2 : Adopt a global perspective when assessing startup ecosystems.

Detailed Assessment Description

You will conduct a comparative analysis of the Sydney entrepreneurial ecosystem with your closest home city. If Sydney is your home city, then conduct your comparative analysis with a city that you would like to live in versus Sydney. You should use course material as the basis for structuring your work. You are advised (but it is not compulsory) to focus on just one business sector such as “software” or “space industry” (or some other analytical frame of your choice such as “new ideas in transport”) .

You will:

- Identify and clearly analyse the industry sector to which you are appealing (be clear about needs, importance, prospects, problems etc). Be succinct as this just sets the scene.
- Describe the interdependencies, opportunities and challenges of startups within their respective ecosystems
- Adopt a global perspective when assessing the startup ecosytems.

More specifically:

- Identify and clearly analyse the relevant entrepreneurial ecosystem of your comparative city in relation to Sydney. Be clear about the goal of your comparison.
- Consider how and why the cities differently cater to the needs of the business sector
- Analyse their respective competitive dynamics and the future plans
- Develop and analyse the opportunity in each ecosystem (marketing, operations, finance, government)
- Analyse sources of help, inspiration, human capital etc. for the sector
- Consider how the sector contributes to the ecosystem
- Consider the social impact of the sector to the ecosystem
- Problems and obstacles to the ecosystems and how they can be overcome
- Provide an understanding of how all this fits together within the context of the city, why it is as it is, and how to make things better.

- This assignment is related to the course material on (1) systems thinking (2) ecosystems mapping and (3) international ecosystems.
- All research on this assignment should be conducted by internet search. No other data collection need be used.
- You may wish to present key information as an ecosystem map. Make it interesting and informative
- Be clear about the limitations of your research and presented information. You can achieve good marks in this assignment through some good research and a good report. For this kind of assignment, and given the limitations of your research and time available, do NOT strive for "perfection" as this is not achievable.

Note: There are multiple ways of approaching this assignment depending upon what you want to achieve and the information you collect.

Ecosystem Comparative Analysis - Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7

Assessment Length

1200 words

Submission notes

MS Word Format

Assignment submission Turnitin type

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

Generative AI Permission Level

Assistance with Attribution

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.
Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.
If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.
For more information on Generative AI and permitted use please see here.

Contribution to class and field work

Assessment Overview

Assessed on contribution to an active learning experience.

Contribution to class and field work - Assesses: PLO1, PLO2, PLO3, PLO5, PLO6, PLO7

BCom students: myBCom points for PLO5

Course Learning Outcomes

- CLO1 : Describe the interdependencies, opportunities and challenges of startups within ecosystems.
- CLO3 : Apply lean startup and design thinking methodologies to existing businesses.

Detailed Assessment Description

You will be assessed by the Facilitator on your contribution to the active learning experience based on contributions to the weekly discussion question in Moodle, and a post introducing yourself in week 1

You will be assessed on your:

- Regular and timely constructive contribution to discussion, willingness to answer questions, make suggestions and be actively involved
- Useful reflections about course material and presentation of that material
- Respectful and supportive dialogue, encouragement of other people's contributions and discussion with class colleagues

Contribution to class and field work - Assesses: PLO1, PLO2, PLO3, PLO5, PLO6, PLO7

BCom students: myBCom points for PLO5

Submission notes

Contribution for each week is considered to be due by Sunday of that week

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Assistance with Attribution

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

the ways set out below.

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

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

For more information on Generative AI and permitted use please see here.

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
- 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

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	Ecosystems and government policy.
	Tutorial	How to do a reflection and problem set by an entrepreneur. This is essential for Assignment 1.
Week 2 : 16 September - 22 September	Lecture	Systems thinking & ecosystem mapping. Engage with discussion forum.
	Tutorial	Mapping a specific ecosystem & assessment 1A help.
Week 3 : 23 September - 29 September	Fieldwork	Why innovation is important • Do "treasure hunt 1" walking tour (see Moodle) Engage with discussion forum.
Week 4 : 30 September - 6 October	Fieldwork	Incubators in the ecosystem • Do "treasure hunt 2" walking tour (see Moodle) Engage with discussion forum.
Week 5 : 7 October - 13 October	Lecture	International ecosystems. Engage with discussion forum.
	Tutorial	Solving a socially impactful problem using limited resources & assignment help.
Week 6 : 14 October - 20 October	Homework	Flex Week - Use this time wisely to catch up on any work and take some time to unwind.
Week 7 : 21 October - 27 October	Assessment	Reflective journals due by Friday. Engage with discussion forum.
Week 8 : 28 October - 3 November	Assessment	Ecosystem Report due Friday. Engage with discussion forum.
Week 9 : 4 November - 10 November	Tutorial	MCIC Workshop.
	Lecture	Financing in ecosystems & role of education. Engage with discussion forum.
Week 10 : 11 November - 17 November	Lecture	Developing mindset & managing ecosystems.
	Tutorial	Presentations (Assessment 1A).

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

This course meets for 2 hours twice a week in person (2-hour lecture, 2-hour tutorial) for five weeks of the term. Both lectures and tutorials are important for attendance as this course is delivered in block format.

Course Resources

Prescribed Resources

Links to all required and optional resources are on the reading list for your course in the UNSW Library's Leganto system, which you can access via your Moodle course. Please note you will need to login, and may be required to enter your UNSW zID and zPass in order to access the library site.

Required readings consist of core texts and their applications. Readings are chosen to provide both theoretical foundation and to illuminate their meaning and usage in professional contexts. The readings are not to be studied in detail, but designed to initiate thinking and understanding of key themes in entrepreneurial ecosystems.

Recommended reading include:

- The Lean Startup, Eric Reis
- The Art Of The Start, Guy Kawasaki
- Entrepreneurial Ecosystems, Volume 2 Sophie Boutillier, Denis CarrŽ and Nadine Levratto
- Startup Communities: Building an Entrepreneurial Ecosystem in Your City, Brad Feld
- Creative Confidence: Unleashing The Creative Potential In Us All, David and Tom Kelley

Week 1:
Stam, E., & Van de Ven, A. (2021). Entrepreneurial ecosystem elements. Small Business Economics, 56(2), 809-832.
Liedtka, J. (2018). Why design thinking works. Harvard Business Review, 96(5), 72-79.
Niharika Hariharan, J., Khan, H., & Rab, I. (2021). A design-led approach to embracing an ecosystem strategy. London: McKinsey & Company. Retrieved July, 23, 2021.
D. Isenberg. 2014. What an entrepreneurship ecosystem actually is. Harvard Business Review.
Fuller, J., Jacobides, M. G., & Reeves, M. (2019). The myths and realities of business ecosystems. MIT Sloan Management Review, 60(3), 1-9.

Week 2
Guide for Mapping the Entrepreneurial Ecosystem (In Moodle)

W. Judge. Organizational Capacity for change dimension 5: Systems thinking. Harvard Business Review.

Entrepreneurial Ecosystem Diagnostic Toolkit - Aspen Network of Development Entrepreneurs https://assets.aspeninstitute.org/content/uploads/files/content/docs/pubs/FINAL Ecosystem Toolkit Draftprint version.pdf

Week 5
E. Aleisa. (2013). Startup ecosystems. A study of ecosystems around the world; focusing on Silicon Valley, Toronto and Moscow. (In Moodle).

Jacobides, M. G. (2020). The Delicate Balance of Making an Ecosystem Strategy Work. Harv. Bus. Rev, 12, 7372.

R. Florida & I Hathaway. 2018. How the geography of startups and innovation is changing. Harvard Business Review.

Baboolall, D., Cook, K., Noel, N., Stewart, S., & Yancy, N. (2020). Building Supportive Ecosystems for Black-Owned US Businesses. McKinsey & Company.

Tong, T. W., Guo, Y., & Chen, L. (2021). How Xiaomi Redefined What It Means to Be a Platform. Harvard Business Review.

F. Rossini. A tale of 3 cities: London, Montreal and New York: Analysing tech start up ecosystems. MBA Thesis.

Week 9

W. Kerr, R. Nanda & J McQuade. 2014. Financing entrepreneurial ventures. Harvard Business Review

P. Gompers et al. 2021. How Venture Capitalists Make Decisions. Harvard Business Review.

P. Orlando & B Rostoker. 2018.Incubators and their role in growing entrepreneurial ecosystems.Harvard Business Review

Week 10

Wagner, J. et al. Evolution of innovation districts. https://www.giid.org/the-evolution-of-innovation-districts-download/

Isenberg, D. J. (2016). Applying the ecosystem metaphor to entrepreneurship: Uses and abuses. The Antitrust Bulletin, 61(4), 564-573.

Pidun, U. 20221. How do you succeed as a business ecosystem contributor. https://www.bcg.com/publications/2021/how-to-succeed-as-a-business-ecosystem-contributor

M. Ihrig & I MacMillan. How to get ecosystem buy-in.

Course Evaluation and Development

Previous course evaluations have been analysed and are acted upon to achieve a balance between frameworks, theory, practice and student discussion.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Lecturer	Chris Jackson		School of Management & Governance, Level 5, UNSW Business School		By appointment	Yes	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the Policies and Guidelines page.

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

STUDENT LEARNING OUTCOMES

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

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

Academic Honesty and Plagarism

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

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

Submission of Assessment Tasks

SHORT EXTENSIONS

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

Short extensions are ONLY available for some assessments. Check your course outline or

Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the UNSW Current Students page.

SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

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

For further information, and to apply, see Special Consideration on the UNSW Current Students page.

LATE SUBMISSION PENALTIES

LATE SUBMISSION PENALTIES

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

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

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

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

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

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

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

COURSE EVALUATION AND DEVELOPMENT

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

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being

achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the Class Timetable website for the most up-to-date teaching times and locations.