UNSW Course Outline

ZZCA9208 Management and Leadership Capstone Project - 2024

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General Course Information

Course Code : ZZCA9208
Year : 2024
Term : Hexamester 4
Teaching Period : KN
Is a multi-term course? : No
Faculty : UNSW Canberra
Academic Unit : Canberra School of Professional Studies
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : UNSW Canberra City
Campus : Canberra City
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

This course is the capstone for the Security Management and Leadership Specialisation within the Master of Cyber Security (Online) program. It provides a self-directed learning opportunity to work in a team to integrate the skills learned across the program.

Course Aims

This course is the culmination of the skills and theory learned throughout the Security Management and Leadership specialisation.

This course aims to apply these skills to an authentic way, providing students with an opportunity to work together with their peers to solve a set of cyber problems for a simulated company and to reflect on the application of their knowledge and skills.

Relationship to Other Courses

This course is the final course for the Master of Cyber Security (Online) program and will utilise skills learning previously in the program.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply cyber leadership and governance knowledge and skills in a real-world application.
CLO2 : Demonstrate the ability to work collaboratively and professionally in a team, identifying and addressing team issues, enhancing and supporting team effectiveness and applying cultural and global competence, in the context of cybersecurity.
CLO3 : Critically reflect on self-management capabilities, including communication, project management, and time management.
CLO4 : Summarise and effectively communicate mastery of professional skills and capabilities, including analysis, problem solving, risk assessment, and ethical considerations in cyber security.

Course Learning Outcomes	Assessment Item
CLO1 : Apply cyber leadership and governance knowledge and skills in a real-world application.	• Peer review • Recommendation • Implementation Artifacts • Reflective journal
CLO2 : Demonstrate the ability to work collaboratively and professionally in a team, identifying and addressing team issues, enhancing and supporting team effectiveness and applying cultural and global competence, in the context of cybersecurity.	• Recommendation • Implementation Artifacts
CLO3 : Critically reflect on self-management capabilities, including communication, project management, and time management.	• Reflective journal • Recommendation
CLO4 : Summarise and effectively communicate mastery of professional skills and capabilities, including analysis, problem solving, risk assessment, and ethical considerations in cyber security.	• Peer review • Implementation Artifacts • Reflective journal • Recommendation

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | EchoPoll

Learning and Teaching in this course

The Learning Management System

Moodle is the Learning Management System used at UNSW Canberra. All courses have a Moodle site which will become available to students at least one week before the start of semester.

Please find all help and documentation (including Blackboard Collaborate) at the [Moodle Support](#) page.

If you need further assistance with Moodle:

For enrolment and login issues please contact:

IT Service Centre

Email: itservicecentre@unsw.edu.au

Phone: (02) 9385-1333

International: +61 2 9385 1333

For all other Moodle issues please contact:

External TELT Support

Email: externalteltsupport@unsw.edu.au

Phone: (02) 9385-3331

International: +61 2 938 53331

Opening hours:

Monday – Friday 7:30am – 9:30 pm

Saturday & Sunday 8:30 am – 4:30pm

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Peer review Assessment Format: Individual Short Extension: Yes (2 days)	10%	Start Date: Not Applicable Due Date: Week 3
Recommendation Assessment Format: Group Short Extension: Yes (2 days)	25%	Due Date: Week 5
Implementation Artifacts Assessment Format: Group Short Extension: Yes (2 days)	25%	Due Date: Week 6
Reflective journal Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: Weeks 4 & 7

Assessment Details
Peer review

<u>Assessment Overview</u>

Students will individually review and provide feedback on the initial scoping deliverable, produced by groups in the scenario. Students will be allocated one scoping document for review.

<u>Course Learning Outcomes</u>

- CLO1 : Apply cyber leadership and governance knowledge and skills in a real-world application.
- CLO4 : Summarise and effectively communicate mastery of professional skills and capabilities, including analysis, problem solving, risk assessment, and ethical considerations in cyber security.

<u>Detailed Assessment Description</u>

This assessment is a Peer Review of the Scoping Task. When providing feedback on the Scoping Task remember to consider:

When providing feedback, you should consider:

- What should they keep, what have they done well?
- Is there something missing?
- Is there something that needs adjustment?
- Is there something they should remove?
- Is there appropriate depth of scoping/completeness of plan?
- Does it apply critical thinking/analysis?
- Communication/presentation, including spelling and grammar.

You can also use the provided rubric on the Scoping Task to assist with giving feedback. Before completing this assessment task, please review this advice on providing (and receiving) constructive feedback.

Length: 500 words excluding references (which will likely not be required).

<u>Assessment Length</u>

500 words

<u>Submission notes</u>

Submit via the link in Moodle, using the instructions provided.

<u>Assessment information</u>

Your feedback and grade will be available seven days after the due date of the assessment.

Marking criteria	High distinction (HD) 85%-100%	Distinction (DN) 75%-84%	Credit (CR) 65%-74%	Pass (P) 50-64%	Unsatisfactory (F) 0-49%
Constructive feedback 30 marks	Feedback is clear and constructive. It includes strengths, suggested improvements, something positive and will clearly enable the recipients to improve their subsequent assessment tasks.	Feedback is constructive, and includes strengths, suggested improvements, and something positive. Will enable the recipients to improve their subsequent assessment tasks.	Feedback provided is somewhat constructive and includes strengths, suggested improvements, and something positive.	Feedback provided may require interpretation, partially constructive.	Feedback not provided, or not constructive.
Critical analysis 25 marks	Sophisticated analysis and understanding of report shown in feedback.	Good analysis and understanding of report shown in feedback.	Sound analysis and understanding of report shown in feedback.	Adequate analysis and understanding shown in feedback.	No analysis or understanding not shown in feedback.
Feedback helpful towards improving future assessments 25 marks	Feedback extremely helpful for future assessments, providing clear guidance and practical advice for improvement.	Feedback highly helpful for future assessments, provides guidance and reasonable advice for improvement.	Feedback helpful for future assessments, with some reasonable advice for improvement.	Feedback somewhat helpful and can conceivably allow recipients to improve future assessments.	Feedback not helpful or allow recipients to improve their future assessments.
Professional and actionable advice 20 marks	Feedback delivered with professional language. Clear, actionable advice.	Feedback delivered with professional language, with actionable feedback that requires little or no interpretation.	Feedback delivered with somewhat professional language. Feedback may require some interpretation to action.	Feedback given through language that may not be professional. Feedback is actionable but requires interpretation.	Feedback not given or delivered unprofessionally. Feedback difficult to interpret or not actionable.

Assignment submission Turnitin type

Not Applicable

Recommendation

Assessment Overview

In their groups, students will play the role of consultants helping a fictional company through a cyber challenge. The fictional company is presented through a range of supplied documentation and role-play with the teaching team. In this assessment students will synthesise all information provided through the scenario, hold the situation up against best practice and maturity models to provide a set of recommendations to help their client.

Course Learning Outcomes

- CLO1 : Apply cyber leadership and governance knowledge and skills in a real-world application.
- CLO2 : Demonstrate the ability to work collaboratively and professionally in a team, identifying and addressing team issues, enhancing and supporting team effectiveness and applying cultural and global competence, in the context of cybersecurity.
- CLO3 : Critically reflect on self-management capabilities, including communication, project management, and time management.
- CLO4 : Summarise and effectively communicate mastery of professional skills and capabilities, including analysis, problem solving, risk assessment, and ethical considerations in cyber security.

Detailed Assessment Description

Provide a briefing, summarising the current state of cyber maturity at WSY. This is expected to encompass findings from all aspects from previous tasks and set the tone for tasks the next assessment task.

- You are required to assess the maturity of WSY cyber security practices.
- Provide a written summary assessing WSY's maturity and highlight any gaps that may not be covered by the penetration test.
- Present your assessment to the WSY leadership team.

Assessment Length

8 minute group presentation

Submission notes

Detailed information on the submission is provided in the Moodle Site.

Assessment information

Your feedback and grade will be available seven days from the due date.

Marking criteria	High Distinction (HD) 85%-100%	Distinction (DN) 75%-84%	Credit (CR) 65%-74%	Pass (P) 50-64%	Unsatisfactory (F) 0-49%
Overall: Maturity Assessment 30 marks	Exceptional maturity assessment that clearly identifies strengths, weaknesses and opportunities for WSY to improve their cyber security practices.	Well considered maturity assessment that identifies strengths, weaknesses and opportunities for WSY to improve their cyber security practices.	Well considered maturity assessment that identifies strengths, weaknesses relating to WSY's cyber security practices.	Maturity assessment identifies a set of strengths and weaknesses relating to WSY's cyber security practices.	Maturity assessment is absent or does not meaningfully engage with WSY's security practices.
Brief: Organisation and formatting 10 marks	Brief is organised and formatted exceptionally well and to a professional standard. No misspellings or grammatical errors.	Brief is organised and formatted very well. Readability is polished with no misspellings or grammatical errors.	Brief is organised and formatted well. Readability is adequate with minor omissions, misspellings and grammatical errors present.	Brief demonstrates adequate organisation and formatting. There may be some errors and or inconsistencies in expression impacting brief readability.	Brief lacks, or demonstrates poor use of, organisation and formatting. There may be many errors and or inconsistencies in expression. Document creates strain for the reader.
Presentation: Organisation and flow 20 marks	Presentation is exceptionally well organised. The narrative is engaging and persuasive, and there are skilful and thoughtful connections and transitions between all ideas and materials presented.	Presentation is clearly and thoughtfully organised. The narrative is effective, and there are clear connections and smooth transitions between all ideas and materials presented.	Organisation of the presentation flows logically. The overall narrative is evident but may fail to engage or persuade. Needs further connection between ideas and materials presented. Transitions may be awkward.	Organisation of the presentation can be followed however, there might be some issues with the flow. The overall narrative is evident but may fail to engage or persuade. Needs further connection between ideas and materials	Poor organisation of the presentation, difficult-to-follow narrative, lacking connection and transition between ideas and materials presented. Transitions are absent.

				presented. Transitions may be awkward.	
Presentation: Presenter engagement 20 marks	One or more presenter is clearly visible while presenting. Excellent vocal expressiveness (projection/ tone of voice) and clarity. Consistent, creative, and compelling throughout.	One or more presenter is visible while presenting. Effective vocal expressiveness (projection/ tone of voice) and clarity. Consistent communication throughout the presentation with some minor room for improvement on specific areas of communication to make the presentation more engaging.	One or more presenter is visible while presenting, with only some distracting elements in frame. Some effective vocal expressiveness (projection/ tone of voice) and reasonable clarity. Mostly consistent throughout the presentation with some room for improvement on specific areas of communication to make the presentation more engaging.	One or more presenter's camera is on while presenting but may not be fully visible or has distracting elements in frame. Reasonable vocal expressiveness (projection/ tone of voice) and reasonable clarity. Presenter somewhat lacking in confidence, possibly reading off the screen/notes, and presentation is less engaging.	One or more presenter is not visible in any way or has their camera off and/or appears distracted or disinterested. Ineffective vocal expressiveness (projection/ tone of voice) and/or clarity. Significant barriers to making the presentation engaging.
Presentation: Delivery and time management 10 marks	Excellent time management. Professional delivery. No examples of awkward pauses and transitions. Presentation is within the allowed 5 minutes, +/- 10%.	Good use of the available time, with a consistent delivery (no disruptive examples of pausing or awkward transitions). The presentation is within the allowed 5 minutes, +/- 10%.	Fair use of the available time, presentation is delivered in a mostly consistent manner (some pauses or awkward transitions between topics may be present). The presentation is within the allowed 5 minutes, +/-	Acceptable use of the available time, with room for improvement. Adequate delivery (pauses or change in pace may be present). The presentation may be slightly longer/shorter than 5 minutes, +/-10%.	Poor use of the available time or the delivery is inconsistent, and/or the presentation is significantly longer/shorter than 5 minutes.

			10%.		
Presentation: Slide deck 10 marks	Exceptionally professional appearance. Relevant information is convincingly presented.	Clean and consistent appearance with no distracting elements. Information is well selected and thoughtfully presented.	Consistent appearance with minimal distraction from spoken message.	Consistent appearance but elements distract from spoken message.	Inconsistent appearance, layout clearly distracts from spoken message and or creates strain for audience.

Assignment submission Turnitin type

Not Applicable

Implementation Artifacts

Assessment Overview

In groups, students will choose to either create a cyber strategy or undertake a risk assessment for the fictional organisation at the centre of the scenario. In either case their implementation artifact will be informed closely by their recommendations provided in the previous group assessment.

Course Learning Outcomes

- CLO1 : Apply cyber leadership and governance knowledge and skills in a real-world application.
- CLO2 : Demonstrate the ability to work collaboratively and professionally in a team, identifying and addressing team issues, enhancing and supporting team effectiveness and applying cultural and global competence, in the context of cybersecurity.
- CLO4 : Summarise and effectively communicate mastery of professional skills and capabilities, including analysis, problem solving, risk assessment, and ethical considerations in cyber security.

Detailed Assessment Description

As a part of maturing WSY's cyber capability, your team has been asked to deliver a series of artefacts to assist in the implementation of your remediation plan.

The goal of this component is to demonstrate your ability as a group to deliver relevant and contextualised artefacts during the delivery of a project. The two options require you to develop one key artefact (a strategy or risk assessment) and then update or develop a policy document that directly reflects the chosen document.

You will **either** complete Option 1 **or** Option 2:

- **3: Option 1** – Cyber Strategy and Policy Review
    - Develop a cybersecurity strategy (including vision).
    - Both artefacts will be provided to the CEO for consideration and must be consistent with the company values.
    - Develop or Update a policy in alignment with your new cybersecurity strategy.

- **3: Option 2** – Risk Assessment and Policy Review
    - Prepare, conduct and communicate a risk assessment based on the WSY collateral available and the FlyByNight Penetration test.
        - Tailor the risk assessment to an organisational level and an executive audience.
        - Use the likelihood and severity definitions as provided on 2.1 Risk assessment.
    - Develop or Update a policy to directly address risks identified in your risk assessment.

As a guideline, the policy component should be around 500 words, leaving 1500 words available for either the strategy + vision, or risk assessment (depending on the option you selected).

Assessment Length

2000 words

Submission notes

Submit into Turnitin as per instructions on the Moodle Site.

Assessment information

Your final feedback and grade will be available at the conclusion of the course.

Marking criteria	High distinction (HD) 85%-100%	Distinction (DN) 75%-84%	Credit (CR) 65%-74%	Pass (P) 50-64%	Unsatisfactory (F) 0-49%
Alignment 10 marks	Clear and precise alignment with both the organisational profile and remediation plan submissions, demonstrating a thorough understanding of previous work.	Strong alignment with both the organisational profile and remediation plan submissions.	Adequate alignment with both the organisational profile and remediation plan submissions.	Limited alignment with both the organisational profile and remediation plan submissions.	No clear alignment with both the organisational profile and remediation plan submissions.
Strategy/Risk assessment (option dependent) 45 marks	Exemplary strategy/risk assessment, demonstrating a deep understanding of the subject matter and providing practical solutions. Strategy: Demonstrating a deep understanding of strategy development principles and methodologies, with a sophisticated application of the strategy kernel. Risk Assessment: Excellent tailoring of the risk	Innovative and insightful with a strong understanding of the subject matter. Strategy: Innovative and comprehensive, demonstrating a thorough application of the strategy kernel. Risk Assessment: Strong tailoring of the risk assessment to the scenario.	Clearly and comprehensively developed with sufficient detail and analysis. Strategy: Detailed and well-structured with a clear strategy kernel. Risk Assessment: Appropriate tailoring of the risk assessment to the scenario.	Adequately developed but lacks detail or thorough analysis. Strategy: Might lacks detail or misses key components of the strategy kernel. Risk Assessment: Risk assessment loosely tailored to the scenario.	Insufficiently developed or not applicable. Strategy: Does not follow the strategy kernel of diagnosis, principles and actions. Risk Assessment: Risk assessment not tailored to the scenario.

	assessment to the scenario, demonstrating a thorough understanding of the context and implications.				
Policy analysis 35 marks	Exemplary policy analysis, demonstrating a deep understanding of policy development and implementation and providing practical solutions.	Innovative and insightful analysis, demonstrating a strong understanding of policy development and implementation.	Clear and comprehensive examination with sufficient detail.	Adequate analysis but lacks detail or thorough examination.	Lack of understanding of policy development and implementation.
Professionally presented, edited and referenced (where appropriate) 10 marks	Carefully tailored to context and clearly addresses their need. Choices of expression demonstrate nuanced understanding of organisational use and audience. Each document is of a high professional standard. References sources accurately in-text and in reference list. Integrates sources effectively into text	Tailored to context and addresses their need. Choices or expression demonstrate understanding of organisational use and audience. Consistent and professionally presented. References sources accurately in-text and in reference list.	Suited to context and addresses its need. Very minor gaps or inconsistencies may be evident. Choices of expression consistent and appropriate for organisational use. References sources in-text and in reference list accurately and in correct style.	Mostly suited to context and generally addresses its need. Some gaps or inconsistencies may be evident. Choices of expression mostly appropriate and consistent. References sources in-text and in reference list mainly accurately and in correct style.	Poorly developed, absent or demonstrates significant gaps. Document may not reflect professional standards. For example, easy to identify different writing styles and/or poorly edited. Does not reference sources appropriately/ accurately in-text, or in a reference list.

Not Applicable

Reflective journal

Assessment Overview

Weekly journals are submitted twice throughout the course. Journals provide students with an opportunity to reflect on the group work and the course.

Course Learning Outcomes

- CLO1 : Apply cyber leadership and governance knowledge and skills in a real-world application.
- CLO3 : Critically reflect on self-management capabilities, including communication, project management, and time management.
- CLO4 : Summarise and effectively communicate mastery of professional skills and capabilities, including analysis, problem solving, risk assessment, and ethical considerations in cyber security.

Detailed Assessment Description

You will need your weekly journal entries from Weeks 0 to 3. The guiding questions can be found in each week of the course. Your combined Weeks 0 to 3 and 4 to 7 must be submitted through the relevant submission points.

Regardless of your role or position, the ability to reflect on your work is critical. This skill needs to be practiced if you are to be an effective leader. This assessment aims to emulate interactions that you might have with a colleague, mentor, or friend to help guide your reflections.

Key elements include:

- This assessment will be in the style of a journal.
- Submitted in two components (Week 4, and Week 7).
- By providing a submission for Weeks 0-3 early, it will provide us with an opportunity to provide feedback before the end of the course.
- For each week's entry you will be asked to address a weekly theme.
- The guiding questions are there for your inspiration.
  - They represent questions from your mentor to reflect on.
  - Please don't try to answer each question, focus on those that you find interesting (and relevant).
- Each journal entry must be 350 words (+/- 10% and excluding references).

Assessment Length

350 words per journal entry.

Submission notes

Submission is via Turnitin on the Moodle Site link.

Assessment information

Your feedback and grade will be available seven days from submission.

Marking criteria	High distinction (HD) 85%-100%	Distinction (DN) 75%-84%	Credit (CR) 65%-74%	Pass (P) 50-64%	Unsatisfactory (F) 0-49%
Exploration of selected questions or weekly theme 35 marks	Succinct, convincing, and highly compelling exploration of the theme and selected questions posed. Outstanding exploration of generalisations and concrete examples.	Very clear, succinct, convincing, and compelling exploration of the theme and selected questions posed. A very clear and well considered exploration of generalisations and concrete examples.	Generally clear and compelling exploration of the theme and selected questions posed. A good range between generalisations and concrete examples.	Theme and selected questions addressed. A reasonable range between generalisations and concrete examples.	Does not address theme or questions. Unclear and unconvincing descriptions of concepts and arguments in response to the questions posed.
Insightful reflection 45 marks	Highly sophisticated evidence of your thinking about your practices and assumptions and how they relate to, and align with, course concepts, resources or activities. Highly insightful discussion of changes to your thinking and practice that are occurring or might occur. High degree of self-reflection.	Strong evidence of your thinking about your practices and assumptions and how they relate to, and align with, course concepts, resources or activities. Insightful and reflective discussion of changes to your thinking and practice that are occurring or might occur.	Some evidence of your thinking about your practices and assumptions and how they relate to, and align with, course concepts, resources or activities. Evidence of self-reflection and sound discussion of changes to your thinking and practice that are occurring or might occur.	Patchy evidence of your thinking about your practices and assumptions and how they relate to, and align with, course concepts, resources or activities. Some self-reflection and discussion of changes to your thinking and practice that are occurring or might occur.	Little evidence of your thinking about your practices and assumptions and how they relate to, and align with, course concepts, resources or activities. Little self-reflection, with limited or no discussion of changes to your thinking and practice that are occurring or might occur.

Professional 10 marks	Your entries are exceptionally well written, professional and acknowledges your team, its members, and an honest appraisal of your contribution. Each entry is respectful of your peers, even when discussing difficult interactions. Presentation, spelling, and grammar are exemplary.	Your entries are well written, professional and acknowledges your team, its members, and an honest appraisal of your contribution. Each entry is respectful of your peers, even when discussing difficult interactions. Presentation, spelling, and grammar are of a high quality.	Your entries professionally acknowledge your team, its members, and includes an honest appraisal of your contribution. Each entry remains mostly respectful of your peers. Presentation, spelling, and grammar have minimal issues.	Your entries mostly acknowledge your team, its members, and includes an honest appraisal of your contribution. Teammates roles and circumstances are somewhat considered and remain largely respectful. Some issues with presentation, spelling or grammar may be present.	Entry is unclear, uses language that impedes meaning. Entry is not honest about roles in the team and overall progress. Lacks respect for peers and their circumstances. Includes significant issues with presentation, spelling, or grammar.
Word count adherence and referencing 10 marks	Strict adherence to word count. References sources accurately in-text and in reference list. Integrates sources effectively into text.	Strict adherence to word count. References sources accurately in-text and in reference list.	Word count adherence within the allowed +/- 10%. References sources in-text and in reference list accurately and in correct style.	Word count adherence close to the allowed +/- 10%. References sources in-text and in reference list mainly accurately and in correct style.	No adherence to word count. Does not reference sources appropriately/ accurately in-text, or in a reference list.

Assignment submission Turnitin type

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

General Assessment Information

Generative AI Statement:

UNSW accepts the potential of these tools and is excited to explore ways to use Generative AI (GenAI) 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. For advice and guidance on how to use GenAI please see the Generative AI Statement in Moodle, or refer to the Universities resources: [Chat GPT & Generative AI at UNSW | UNSW Current Students](#).

There are three key principles across the university:

1. Always do what you are asked to do in the assessment; if you don't follow the instructions, you can't get marks.
2. If you are asked to do your own work, then that is what you should do, as we want to see that *you* have undertaken that learning rather than someone or something else.
3. When you incorporate ideas that are not your own, you should always acknowledge them. That applies in the world of AI, just as it did before.

In **this course,** the permitted level of GenAI use is '*Drafting Assistance*'.

What is Drafting Assistance?

As this course's assessment tasks involve some planning or creative processes, you are permitted to use software to generate initial drafts, ideas, structures, etc. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text that have not been sufficiently modified, you may be asked to explain your work, but we recognise that you are permitted to use AI-generated text as a starting point, and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission, you may be referred to the UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

Assessment Tolerances:

Assessment submissions have a tolerance of +/- 10% for length, meaning your submission length can go over or under the word or time limit by 10%. For example:

- A written assessment that has a 1,000-word limit can be between 900 and 1,100 words

without penalty.

- An audio or video assessment that has a 10-minute time limit can be between 9 and 11 minutes without penalty.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

There is an alternative assessment pathway for this course (External Directed Project).

See Moodle Site for more information.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 24 June - 30 June	Online Activity	Activity and Journal Topic: Team formation
Week 1 : 1 July - 7 July	Online Activity	Activity and Journal Topic: Research
Week 2 : 8 July - 14 July	Online Activity	Activity and Journal Topic: Scoping
Week 3 : 15 July - 21 July	Online Activity	Activity and Journal topic Peer Review
Week 4 : 22 July - 28 July	Online Activity	Activity and Journal Topic Maturity
Week 5 : 29 July - 4 August	Online Activity	Activity and Journal Topic: Time
Week 6 : 5 August - 11 August	Online Activity	Activity and Journal Topic: CEO Request
	Assessment	Final Journal topic: Capstone

Attendance Requirements

Not Applicable - as no class attendance is required

Course Resources

Prescribed Resources

All resources required to complete this course are available via Moodle.

Recommended Resources

Students have access to a number of additional support resources.

Please check your Moodle page for additional readings and advice relevant to the course.

Course Evaluation and Development

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.

Important note: Students are reminded that any feedback provided should be constructive and professional and that they are bound by the Student Code of Conduct Policy: https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf

Quality Assurance

UNSW actively monitors student learning and quality of the student experience in its programs. A random selection of completed assessment tasks may be used for quality assurance, such as determining 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 programs. All material used for such processes will be treated as confidential.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Chris Campbell				Via appointment	Yes	Yes
Facilitator	Tom Townsend					No	No