



UNSW Course Outline

ECON1401 Economic Perspectives - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : ECON1401

Year : 2024

Term : Term 3

Teaching Period : T3

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

This course will engage you with the founding ideas of economics and their relevance to the social usefulness of modern economic science. You will participate in active reflection and debate about the discipline's objectives and approaches as they have developed through history

and as they relate to other social science and business disciplines. You will learn how modern-day problems are addressed in different subfields of modern economics, how these endeavours relate to the historical development of economics, and where the frontiers of economics as a discipline presently lie.

Course Aims

The aims of the course are:

1. To prepare students to undertake advanced undergraduate study in economics grounded in a broad understanding of the place of the discipline in history and society.
2. To develop students' awareness of the breadth, universality, and frontiers of the concerns addressed by economists.
3. To develop students' expressive abilities in both spoken and written form.

Relationship to Other Courses

ECON1401 is required to be taken by all students in the Bachelor of Economics program, usually late in their first year (ideally) or in the early part of their second year. Students are strongly discouraged from waiting until their final year to take ECON1401. ECON1401 is not a pre-requisite for other courses, but the School of Economics strongly recommends that ECON1401 be taken by students early in their program of study because its content informs the selection of higher-level courses and builds conceptual frameworks into which content from later courses can be placed.

In addition to assuming basic competence in English and mathematics taken from high school, ECON1401 builds on material contained in ECON1101 Microeconomics 1. This pre-requisite will be enforced.

Course Learning Outcomes

| Course Learning Outcomes | Program learning outcomes |
|--|---|
| CLO1 : Describe the historical development of economics as a science | <ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO3 : Business Communication• PLO4 : Teamwork• PLO6 : Global and Cultural Competence |
| CLO2 : Articulate the relevance of historical conceptions of economics to current socioeconomic problems and subfields of economic research | <ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO4 : Teamwork• PLO6 : Global and Cultural Competence |
| CLO3 : Compare a range of different disciplinary paradigms (e.g., economic, psychological, and legal) and their relative usefulness when analysing different social problems | <ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO4 : Teamwork• PLO5 : Responsible Business Practice• PLO6 : Global and Cultural Competence |
| CLO4 : Chart the present subfields of economic research and the main frontiers of economic understanding | <ul style="list-style-type: none">• PLO1 : Business Knowledge• PLO2 : Problem Solving• PLO3 : Business Communication• PLO4 : Teamwork• PLO5 : Responsible Business Practice• PLO6 : Global and Cultural Competence• PLO7 : Leadership Development |

| Course Learning Outcomes | Assessment Item |
|--|---|
| CLO1 : Describe the historical development of economics as a science | <ul style="list-style-type: none"> • Written assignment • Course Journal • Composite performance / participation (partly peer-assessed) |
| CLO2 : Articulate the relevance of historical conceptions of economics to current socioeconomic problems and subfields of economic research | <ul style="list-style-type: none"> • Written assignment • Course Journal • Composite performance / participation (partly peer-assessed) |
| CLO3 : Compare a range of different disciplinary paradigms (e.g., economic, psychological, and legal) and their relative usefulness when analysing different social problems | <ul style="list-style-type: none"> • Oral Presentations 1 (partly peer-assessed) & 2 • Written assignment • Course Journal • Composite performance / participation (partly peer-assessed) |
| CLO4 : Chart the present subfields of economic research and the main frontiers of economic understanding | <ul style="list-style-type: none"> • Oral Presentations 1 (partly peer-assessed) & 2 • Written assignment • Course Journal • Composite performance / participation (partly peer-assessed) |

Learning and Teaching Technologies

Moodle - Learning Management System | Echo 360

Learning and Teaching in this course

Lectures

Lectures in Weeks 1 - 4 will focus on concepts pertaining to microeconomics, while those in Weeks 5 - 9 (except Week 6) will focus on concepts pertaining to macroeconomics. Material in both sections is organised around big ideas in economics, the times and thinkers giving rise to them, and how they are used today in understanding and approaching socioeconomic problems and disciplinary frontiers. Lectures in both sections will provide guidance in how to think, evaluate arguments and evidence, and produce work in line with the standards of modern economic science.

Lectures will contain a mix of lecture material delivery and Q&A time within the lecture.

Tutorials

Tutorials are an integral part of this course and will be held for 1.5 hours each week, except in

Week 6. Please note that unlike many other courses, **tutorials for this course start in Week 1.** All tutorial streams will be held face-to-face on campus.

Tutorial discussions and activities will be extremely hands-on, structured on a “flipping the classroom” model and building on material that students have prepared. You should attend tutorials having done the week's readings. There is free and easy access to electronic or hardcopy versions of both textbooks and all assigned readings and associated materials for each week. Tutorials in some weeks will include pre-announced debates about economic policy, for which preparation will be required before class.

Assessments

Assessment Structure

| Assessment Item | Weight | Relevant Dates | Program learning outcomes |
|--|--------|--|---|
| Written assignment Assessment Format: Individual | 40% | Start Date: Not Applicable Due Date: 20/11/2024 04:00 PM | <ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development |
| Oral Presentations 1 (partly peer-assessed) & 2 Assessment Format: Individual | 20% | Start Date: Not Applicable Due Date: Oral Presentation 1 due 4pm Friday W2; Oral Presentation 2 due 4pm Thursday W7 | <ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development |
| Course Journal Assessment Format: Individual | 25% | Due Date: 5PM Sunday on Weeks 1, 2, 3, 4, 5, 7, 8, 9. | <ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO3 : Business Communication • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development |
| Composite performance / participation (partly peer-assessed) Assessment Format: Individual | 15% | Start Date: Not Applicable Due Date: Not Applicable | <ul style="list-style-type: none"> • PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO6 : Global and Cultural Competence • PLO7 : Leadership Development |

Assessment Details

Written assignment

Assessment Overview

The written assignments will involve analysing a present-day economic issue or policy, using the perspectives of two economic thinkers you select plus any other content of the course you choose to use in framing your arguments.

More details regarding the written assignment will be made available on Moodle.

Course Learning Outcomes

- CLO1 : Describe the historical development of economics as a science
- CLO2 : Articulate the relevance of historical conceptions of economics to current socioeconomic problems and subfields of economic research
- CLO3 : Compare a range of different disciplinary paradigms (e.g., economic, psychological, and legal) and their relative usefulness when analysing different social problems
- CLO4 : Chart the present subfields of economic research and the main frontiers of economic understanding

Detailed Assessment Description

Full assessment details will be made available on Moodle.

Assessment Length

3,000 words

Submission notes

Submitted through Moodle.

Assignment submission Turnitin type

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

Hurdle rules

You will be required to submit an **outline** of your written assignment to Studiosity around the middle of the term. You will receive formative feedback on your outline from Studiosity staff. The quality of your submission to Studiosity will not count toward your final course mark, but the feedback provided by Studiosity staff will help you write a better written assignment for the **final submission in Week 11**. **Submission of your outline to Studiosity is a hurdle task: it is required for your final written assignment to be eligible for marking.** Detailed instructions will be provided on Moodle.

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. 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 tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media 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 and media 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 UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

You are permitted to use generative AI to assist in the construction of a detailed outline for this assessment. However, once you receive the required feedback on that outline from Studiosity staff, you should independently, without AI assistance, craft your final paper based on the outline and the feedback received from Studiosity staff.

Oral Presentations 1 (partly peer-assessed) & 2

Assessment Overview

Each Oral Presentation involves recording a video of yourself giving a short speech, which you will upload for evaluation. Most standard video-recording file types are acceptable. The first Oral Presentation will be peer-assessed, and the quality of the feedback you provide to your peers on their first Oral Presentations will form part of your mark. Marks for the quality of the feedback you provide to other students will only be available to you if you submit your own Oral Presentation 1. Therefore, submission of Oral Presentation 1 allows you to receive formative feedback on your work, but is also required in order to receive course marks. The second Oral Presentation will be marked by teaching staff. More details regarding both Oral Presentations will be made available on Moodle.

Course Learning Outcomes

- CLO3 : Compare a range of different disciplinary paradigms (e.g., economic, psychological, and legal) and their relative usefulness when analysing different social problems
- CLO4 : Chart the present subfields of economic research and the main frontiers of economic

understanding

Detailed Assessment Description

Oral Presentation is worth 5% and Oral Presentation 2 is worth 15%. Short extensions cannot be accommodated in Oral Presentation 1 because the entire class must move through the stages of the assessment together.

Assessment Length

Oral Presentation 1 Length: 1 minute. Oral Presentation 2 Length: 2-3 minutes

Submission notes

Submit on Moodle. Detailed instructions will be provided.

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. 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 tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media 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 and media 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 UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

You may use generative AI tools to aid in coming up with an outline of your Oral Presentation 2 and/or arguments to include in it. However, you must deliver both presentations entirely in your own words.

Course Journal

Assessment Overview

This course requires a hefty amount of reading. To help you in capturing and organising your reactions to each reading, we require you to keep a record of those reactions through reflective journal-style entries on a suite of customised weekly Moodle forums. You are also encouraged to use your entries to record your reactions to the discussions and ideas you encounter in lectures and tutorials. You will also be expected to offer at least one thoughtful comment on another student's reflective journal entry in each forum in each week. Your reflective journal entries and comments to other students will be monitored for quality each week throughout the term. Marking criteria will heavily weight your depth of engagement and reflection.

Students should write reflections and responses in Week 1 to familiarise themselves with the Moodle forum. Week 1 reflections will be treated as practice and will not count for marks. For the rest of term, students can miss one week's reflection and commenting on another student's reflection without this affecting their grade for their reflective journal entries.

Course Learning Outcomes

- CLO1 : Describe the historical development of economics as a science
- CLO2 : Articulate the relevance of historical conceptions of economics to current socioeconomic problems and subfields of economic research
- CLO3 : Compare a range of different disciplinary paradigms (e.g., economic, psychological, and legal) and their relative usefulness when analysing different social problems
- CLO4 : Chart the present subfields of economic research and the main frontiers of economic understanding

Assessment Length

At least 500 words per week across all journal entries.

Submission notes

Submitted weekly through Moodle

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate

information or answers.

For more information on Generative AI and permitted use please see [here](#).

Composite performance / participation (partly peer-assessed)

Assessment Overview

Of the 15% of your course mark allocated to this assessment item:

- 6 percentage points capture your participation in lectures (including your performance on short quizzes to assess your comprehension of pre-recorded and assigned reading material, administered periodically during synchronous lecture time);
- 4 percentage points capture your participation in tutorials overall, not including your performance in pre-announced tutorial debates;
- 5 percentage points are allocated by your tutor for the quality of your performance in pre-announced tutorial debates (2.5 points per each of two debates).

A record of attendance at tutorials and lectures will be kept. If owing to illness or other exceptional circumstances, you are unable to attend your usual tutorial in a given week, you may attend another tutorial. However, you are expected to attend your usual tutorial in at least 6 out of the 8 weeks that tutorials run. This protocol allows for occasional absence due to illness or other reasons, and therefore special consideration applications will not reduce this requirement.

Course Learning Outcomes

- CLO1 : Describe the historical development of economics as a science
- CLO2 : Articulate the relevance of historical conceptions of economics to current socioeconomic problems and subfields of economic research
- CLO3 : Compare a range of different disciplinary paradigms (e.g., economic, psychological, and legal) and their relative usefulness when analysing different social problems
- CLO4 : Chart the present subfields of economic research and the main frontiers of economic understanding

Detailed Assessment Description

All students can miss one lecture in both the first half (weeks 1 through 4) and second half (weeks 5, 7, 8 and 9) of the course without this affecting their participation mark for lectures.

Students who cannot attend live lectures because they are located overseas should advise the LIC by the end of Week 1 in order to provide documentation and discuss alternative arrangements for earning participation marks.

Submission notes

In lectures and tutorials

Assignment submission Turnitin type

This is not a Turnitin assignment

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

General Assessment Information

The course assessment structure will be discussed at length in the first week's lectures.

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

Course Schedule

| Teaching Week/Module | Activity Type | Content |
|--------------------------------------|---------------|--|
| Week 1 : 9 September - 15 September | Lecture | Introduction: The Role of Economics and Economists Mon 11:00am - 12:30pm in Colombo Theatre B (K-B16-LG04) Tue 11:00am - 12:30pm in Electrical Engineering G22 (K-G17-G22) |
| | Reading | Heilbroner Ch 1, Ch 2, Ch 3 Frijters/Foster pp. 1-37, 41-47 Additional pre-recorded material, readings and/or other media as noted on Moodle |
| | Assessment | Week 1 Course Journals DUE at 5PM on Sunday, September 15. |
| Week 2 : 16 September - 22 September | Lecture | Incentives and Marginal Analysis |
| | Reading | Heilbroner Ch 5 Frijters/Foster pp. 48-73 Additional pre-recorded material, readings and/or other media as noted on Moodle |
| | Assessment | Oral Presentation 1 DUE at 4 PM on Friday, September 20. Week 2 Course Journals DUE at 5PM on Sunday, September 22. |
| Week 3 : 23 September - 29 September | Topic | Comparative Advantage, Returns to Scale, Complements and Substitutes, Externalities, and Public Goods |
| | Reading | Heilbroner Ch 6, Ch 7 Frijters/Foster pp. 226-248 Additional pre-recorded material, readings and/or other media as noted on Moodle |
| | Assessment | Week 3 Course Journals DUE at 5PM on Sunday, September 29. |
| Week 4 : 30 September - 6 October | Topic | Trade, Institutions, and Behavioural Economics |
| | Reading | Heilbroner Ch 8 Frijters/Foster pp. 86-89, 145-174, 187-192, 197-204, 249-266, 301-302 Additional pre-recorded material, readings and/or other media as noted on Moodle |
| | Assessment | Week 4 Course Journals DUE at 5PM on Sunday, October 6. |
| Week 5 : 7 October - 13 October | Topic | Introduction to Macroeconomics and the Business Cycle |
| | Reading | Readings and/or media as noted on Moodle |
| | Assessment | Week 5 Course Journals DUE at 5PM on Sunday, October 13. |
| Week 6 : 14 October - 20 October | Topic | Flexibility Week Reading break. No lectures, no tutorials. Outline of Written Assignment may be submitted to Studiosity from this week through Week 8. |
| Week 7 : 21 October - 27 October | Topic | Fiscal and Monetary Policy |
| | Reading | Heilbroner Ch 9 Readings and/or media as noted on Moodle |
| | Assessment | Work on Written Assignment and Oral Presentation 2. Oral Presentation 2 DUE at 4 PM on Thursday, October 24 Week 7 Course Journals DUE at 5PM on Sunday, October 27 |
| Week 8 : 28 October - 3 November | Topic | Money, Banking, Financial Crises and Business Cycles |
| | Reading | Heilbroner Ch 10 Readings and/or media as noted on Moodle |
| | Assessment | OPTIONAL: Draft Written Assignment may be submitted to Studiosity from this week onward. Week 8 Course Journals DUE at 5PM on Sunday, November 3. |
| Week 9 : 4 November - 10 November | Topic | Economic Growth |
| | Reading | Heilbroner Ch 4 & Ch 11 Readings and/or media as noted on Moodle |
| | Assessment | Week 9 Course Journals DUE at 5PM on Sunday, November 10 |

| | | |
|-------------------------------------|------------|---|
| Week 10 : 11 November - 17 November | Topic | NO LECTURES OR TUTORIALS. Work on Written Assignment. |
| Week 11 : 18 November - 24 November | Topic | NO LECTURES, NO TUTORIALS. |
| | Assessment | Final Written Assignment DUE at 4 PM on Wednesday, November 20. |

Attendance Requirements

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

Course Resources

Prescribed Resources

The primary textbook for this course is:

Heilbroner, Robert (2000). *The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers*. Seventh Edition. Pearson.

The secondary textbook is:

Frijters, Paul with Gigi Foster (2013). *An Economic Theory of Greed, Love, Groups, and Networks*. Cambridge University Press.

You will need regular access to each of these books, as you can see from the assigned readings from them in the course schedule. The UNSW Bookshop and various online booksellers have copies of each of these books, and they are also available through the UNSW Library's High Use Collection (Heilbroner) and as a freely-accessible e-book through the library portal (Frijters). You should bring any text you choose to buy for this course to your tutorials.

Additional readings and other resources for this course will be provided throughout the term via the course website, which is accessible via [UNSW Moodle](#).

You may also find the following books to be useful in furthering your knowledge of the material in this course:

- Cowen, Tyler (2023). GOAT: Who is the Greatest Economist of all Time and Why Does it Matter? Available at: <https://econgoat.ai/en>
- Bowles, Carlin, Stevens (2017). *The Economy*. Available at: <http://www.core-econ.org>
- Heilbroner, Robert (1996). *Teachings from the Worldly Philosophy*. Norton.
- Dasgupta, Partha (2007). *Economics: A Very Short Introduction*. Oxford University Press.
- Hazlitt, Henry (1988). *Economics in One Lesson: The shortest and surest way to understand economics*. Manor Books.

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.

Past students have told us how much they enjoyed the interactive activities in this course, and how much they value the growth in their understanding of economics as a discipline that the course has brought. In response, we have retained and enhanced interactivity in both lectures and tutorials, and have endeavoured to make the course as thorough as possible (within the limits of a single term-long course) in its coverage of the history, nature, and modern applications of economics.

We have also altered the design of the course and assessment in various ways in response to student feedback each term.

Past students have also asked for more explicit links between lectures, readings, and assessments. In response to these requests, the macro half of the course was significantly overhauled in Term 1 2019 to incorporate more references to the thinkers covered in Heilbroner and to the ideas discussed in additional readings. We have also folded more content into lectures and uploaded more resources to Moodle, beginning in Term 1 2020, that will directly assist you in performing well on your assessment. These resources include guidance on source selection and analysis, crafting an economic argument, and providing high-quality peer feedback. Finally, we significantly re-structured the prior Journal (now labelled "Reflective Journal Entries") assessment item to make it more interactive and engaging.

Past students have remarked on the quantity of readings in the course. In response, in Term 1 2021 we voice-recorded the assigned sections of the Frijters/Foster text such that they can be listened to like an audiobook, rather than read, if desired by students.

In Term 1 2019, the first time the course was offered in the trimester system, students told us they felt the course demanded too many independent pieces of assessment. In response, there is now only one Written Assignment, with scaffolding throughout the term via an outline and a draft on which feedback is provided, whereas there used to be two separate Written Assignments. To help develop your self-evaluation skills and to provide you with more guidance in preparing your assessment, we also adjusted the assessment plan to incorporate more opportunities for formative, early, and peer assessment.

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 to opt-out from having your de-identified data used in this manner. If you complete the opt-out form, the information about you that was collected during this course will not be used in academic research.

Staff Details

| Position | Name | Email | Location | Phone | Availability | Equitable Learning Services Contact | Primary Contact |
|----------|--------------|-------|---|-------|---|-------------------------------------|-----------------|
| Convenor | Gigi Foster | | Room 453, Level 4, UNSW Business School | | Wednesday 10:30 AM - 12 PM and by appointment in Weeks 1-4. | Yes | Yes |
| Lecturer | Nalni Prasad | | UNSW Business School | | Thursday, 12:30-13:30 or by appointment | No | No |

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

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

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

Further information is provided on the [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 Plagiarism

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 submitted.

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.