



## UNSW Course Outline

# COMM5000 Data Literacy for Business - 2024

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## General Course Information

**Course Code :** COMM5000

**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 :** Multimodal

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Data literacy is the language of today's business; it plays a critical role in business decision making processes. Data is driving business and society, and UNSW graduates should have the skills to navigate and shape this new reality. In this course learners will gain the foundational

knowledge and skills that underpin data literacy. The course will enable learners to use data effectively for decision-making and enable them to turn numbers into knowledge. Through this course, learners will gain confidence and skills in understanding how data is created and used to inform decisions in 21st-century business contexts.

## Course Aims

COMM5000 is offered as part of the first-year data analysis core course in the Master of Commerce degree at the UNSW Business School. It aims to give you the basic skills and knowledge for data analysis that will be used in further study in all other disciplines in the Business School. The course is designed to equip students with statistical and other quantitative skills that are in demand by employers in the public and private sectors. In particular, COMM5000 will

1. Prepare learners to effectively use data to make informed business decisions
2. Develop learner proficiency by using analytical tools
3. Cultivate learner ability to solve business problems through data analytics Ensure learners are job ready to use analytical tools in all areas of business
4. Provide learners knowledge required to use data ethically.

## Relationship to Other Courses

COMM5000 is offered as part of the first-year data analysis core course in the Master of Commerce degree at the UNSW Business School. It aims to give you the basic skills and knowledge for data analysis, including statistical inference and prediction, that will be used in further study in all other disciplines in the Business School. The course is designed to equip students with statistical and other quantitative skills that are in demand by employers in the public and private sectors.

In particular, COMM5000 will prepare learners to effectively use data to make informed business decisions through the analysis of causality and correlation between variables and modelling of the underlying relationships. At the end of this course, students are job ready and are capable of using descriptive statistics and inferential methods in all areas of business. Furthermore, students will acquire knowledge required to use data ethically.

# Course Learning Outcomes

| Course Learning Outcomes  | Program learning outcomes  |
|---|--|
| CLO1 : Identify different types of data, their relevance and use for a range of problems or questions to inform business decision making. | <ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li></ul> |
| CLO2 : Apply foundational analytical tools; transforming data, explaining and predicting with statistical models to inform decisions      | <ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li></ul> |
| CLO3 : Use insights from different types of data to identify and evaluate solutions to complex real-life scenarios                        | <ul style="list-style-type: none"><li>• PLO3 : Business Communication</li></ul>                              |
| CLO4 : Effectively communicate data insights and recommendations to stakeholders  | <ul style="list-style-type: none"><li>• PLO3 : Business Communication</li></ul>                              |
| CLO5 : Recognize and evaluate key ethical and governance issues surrounding data collection, storage and use.                             | <ul style="list-style-type: none"><li>• PLO5 : Responsible Business Practice</li></ul>                       |

| Course Learning Outcomes  | Assessment Item   |
|---|---|
| CLO1 : Identify different types of data, their relevance and use for a range of problems or questions to inform business decision making. | <ul style="list-style-type: none"><li>• 1) Preliminary insight development</li><li>• 2a) Project Proposal</li></ul>                               |
| CLO2 : Apply foundational analytical tools; transforming data, explaining and predicting with statistical models to inform decisions      | <ul style="list-style-type: none"><li>• 2b) Business Report</li><li>• 1) Preliminary insight development</li><li>• 2a) Project Proposal</li></ul> |
| CLO3 : Use insights from different types of data to identify and evaluate solutions to complex real-life scenarios                        | <ul style="list-style-type: none"><li>• 2b) Business Report</li><li>• 2a) Project Proposal</li></ul>  |
| CLO4 : Effectively communicate data insights and recommendations to stakeholders  | <ul style="list-style-type: none"><li>• 2b) Business Report</li><li>• 2a) Project Proposal</li></ul>  |
| CLO5 : Recognize and evaluate key ethical and governance issues surrounding data collection, storage and use.                             | <ul style="list-style-type: none"><li>• 2b) Business Report</li></ul>   |

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Zoom | Echo 360 | Microsoft Teams

# **Learning and Teaching in this course**

The course is designed to offer 150 hours of learning delivered over ten weeks. Offered in blended mode, both online and face-to-face, learners can access the materials across the ten weeks at times that suit their schedule, with fixed synchronous activities each week. There will be facilitation with an academic, communicating with participants in discussions, weekly face-to-face/synchronous seminars and weekly synchronous lectures and providing feedback on progress and the learners' assessment tasks.

The assigned weekly readings content defines the examinable content of the course, and any additional material provided by the Lecturer-in-Charge.

Students are expected to attend the lectures, which will be offered live online at times published in the official UNSW timetable.

The weekly seminars are driven by the questions students need answering and the issues they want help with. Seminars are available both online and face-to-face. Attendance is strongly recommended and strongly encouraged. The seminars are two-hours sessions, where the facilitator will lead the discussion on the proposed weekly seminar problems.

Support is also available online through the course website. Course staff will be online during business hours to answer your questions quickly and efficiently, and to make sure you reach the desired level of preparation for this course. Support is available throughout the week, even outside scheduled class time.

## **Weekly Assigned readings**

The course Moodle site provides students with weekly readings. For each week, these readings can be complimented and expanded by referring to the suggested textbook resources. There is no assigned textbook for the course; these suggested readings can be accessed through UNSW library.

The purpose of the assigned weekly lecture readings is to provide a logical structure for the topics that make up the course, to emphasise and explain the important concepts and methods in each topic, and to provide initial examples to which the concepts and methods are applied. This term, there will be a one-hour online synchronous recap lecture where the lecturer will provide you with the key concepts to take away for the week. This is also the time for students to bring their questions about the weekly readings.

## **Seminars**

Seminars are an integral part of the course. Seminar activities, including discussions, build on the material discussed in lectures and are designed to help you deepen your understanding and practice working with the material. This term the workshops will be offered both online and face-to-face. Online workshops will be offered online via Zoom at the assigned workshop times. If you're in a face-to-face workshop, please check the physical class location on your timetable.

## **Course website engagement**

The purpose of engaging on the course website is to provide an opportunity to discuss how to apply various concepts and methods. It will allow you to interact directly with other students and the course staff about your questions or problems. It will also provide practice and feedback in answering questions relevant to the course. To make it easier for you to use your online time for this course, each week, you should try the questions related to the topic(s) scheduled for discussion and think about what aspects of the material you find difficult and on which you need additional explanation. The direction and detail provided in the answers given by course staff are driven by student demand and rely heavily on students' active preparation and engagement.

## **Out-of-Class Study**

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

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

- Complete your weekly readings and activities. This will give you the main concepts for the week and provide you with the basic foundations to achieve the week's course learning outcomes.
- Attend the weekly synchronous lecture where the context of that week's topics in the course, their relevance, and the important elements of the topics are identified and explained.
- Attend your allocated seminar session. You will engage in interactive discussion and problem-solving using the previous week's lecture material.
- Book an individual consultation if you still need further clarity on the topic.

## **Computing**

Students will use the popular spreadsheet program Microsoft Excel to solve statistical problems during this course. Excel is a computing tool to perform statistical data analysis and inference.

Excel output will be discussed in seminars and lectures, through worked-out examples. Computing is an integral component of Data Literacy, and you are expected to become proficient in Excel by the end of this course.

# Assessments

## Assessment Structure

| Assessment Item   | Weight | Relevant Dates  | Program learning outcomes  |
|---|--------|---|--|
| 1) Preliminary insight development<br>Assessment Format: Individual | 20%    | Start Date: Not Applicable<br>Due Date: 04/10/2024 05:00 PM | • PLO1 : Business Knowledge<br>• PLO2 : Problem Solving  |
| 2a) Project Proposal Assessment<br>Format: Individual               | 20%    | Start Date: Not Applicable<br>Due Date: 25/10/2024 05:00 PM | • PLO1 : Business Knowledge<br>• PLO2 : Problem Solving<br>• PLO3 : Business Communication<br>• PLO5 : Responsible Business Practice |
| 2b) Business Report Assessment<br>Format: Individual                | 60%    | Start Date: Not Applicable<br>Due Date: 15/11/2024 05:00 PM | • PLO1 : Business Knowledge<br>• PLO2 : Problem Solving<br>• PLO3 : Business Communication<br>• PLO5 : Responsible Business Practice |

## Assessment Details

### 1) Preliminary insight development

#### Assessment Overview

Seeks to get the necessary insights into the data so that a development plan can be formulated to address the key questions to be explored in Case Study

#### Course Learning Outcomes

- CLO1 : Identify different types of data, their relevance and use for a range of problems or questions to inform business decision making.
- CLO2 : Apply foundational analytical tools; transforming data, explaining and predicting with statistical models to inform decisions

#### Detailed Assessment Description

The course assessment will be scaffolded in the form of a case study/project that runs throughout the term. The tasks are divided into three assessments or milestones to help you build the skills as we progress in the course to get to the final product which is the business report. The first assessment is aimed at applying the tools we learn in the first two weeks to explore some key

features and to get an understanding of any patterns that may emerge in the data.

#### **Assessment Length**

See assessment information on the course Moodle site.

#### **Submission notes**

See assessment information on the course Moodle site.

#### **Assessment information**

See assessment information on the course Moodle site.

#### **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](#).

## **2a) Project Proposal**

#### **Assessment Overview**

Formulation of a project proposal based on the insight development and is concerned with identifying hypotheses and formulating key inferential questions

#### **Course Learning Outcomes**

- CLO1 : Identify different types of data, their relevance and use for a range of problems or questions to inform business decision making.
- CLO2 : Apply foundational analytical tools; transforming data, explaining and predicting with statistical models to inform decisions

- CLO3 : Use insights from different types of data to identify and evaluate solutions to complex real-life scenarios
- CLO4 : Effectively communicate data insights and recommendations to stakeholders

### Detailed Assessment Description

As we progress through the course topics, we are building up our data analysis arsenal. In Assessment 1, the tasks start with descriptive and summary statistics. In this second assessment, we move to formulating plausible hypothesis about the target population based on the case study Business problem. This is the bridge that will take us from a simple description of the data at hand to extrapolating and making statistical conclusion about the population from which the data are sampled!

### Assessment Length

See the assessment information

### Submission notes

See assessment information

### Assessment information

See assessment information on the course Moodle site.

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### **Assistance with Attribution**

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

## **2b) Business Report**

### Assessment Overview

Final project report, all the insights gathered from insights development and proposal are used to model the data to answer the project questions

### Course Learning Outcomes

- CLO2 : Apply foundational analytical tools; transforming data, explaining and predicting with statistical models to inform decisions
- CLO3 : Use insights from different types of data to identify and evaluate solutions to complex real-life scenarios
- CLO4 : Effectively communicate data insights and recommendations to stakeholders
- CLO5 : Recognize and evaluate key ethical and governance issues surrounding data collection, storage and use.

### Detailed Assessment Description

This is the final report where you will combine insights learnt from first and second assessment and through the inferential tools we learnt in regression analysis to come up with your statistical conclusion and recommendations about the business problem.

### Assessment Length

See assessment information on the course Moodle site.

### Submission notes

See assessment information on the course Moodle site.

### Assessment information

See assessment information on the course Moodle site.

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### **Assistance with Attribution**

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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

Aspects of the assessment are generally discussed throughout the weeks as we cover related concepts. In the week before the assessment is due, brief discussions often arise during lectures, either from student questions or as hints provided by the LIC to guide the assessment analysis.

### Grading Basis

Standard

### Requirements to pass course

To pass this course, students must:

- Achieve a composite mark of at least 50 out of 100
- Actively engage in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details
- Fulfill the specified attendance requirements of the course (see Schedule section)

# Course Schedule

| Teaching Week/Module                 | Activity Type | Content   |
|--------------------------------------|---------------|---|
| Week 1 : 9 September - 15 September  | Lecture       | Exploring data through graphical and numerical summaries<br>No seminar this week  |
| Week 2 : 16 September - 22 September | Lecture       | Probability and randomness - A world of uncertainty   |
|                                      | Seminar       | Week 1 content  |
| Week 3 : 23 September - 29 September | Lecture       | Statistical inference - The bridge from sample to population  |
|                                      | Seminar       | Week 2 topic  |
| Week 4 : 30 September - 6 October    | Lecture       | Inference on the population part 1 - Interval estimation<br>Assessment 1 due this week  |
|                                      | Seminar       | Week 3 topic  |
|                                      | Assessment    | Assessment 1 due this week  |
| Week 5 : 7 October - 13 October      | Lecture       | Inference on the population part 2 - Significance hypothesis testing  |
|                                      | Seminar       | Week 4 topic  |
| Week 6 : 14 October - 20 October     | Lecture       | Hypothesis testing: Recap!<br>Inference on causal relationships – Converting data into business insights: I<br>• ntroduction to univariate regression analysis  |
|                                      | Seminar       | Week 5 topic  |
| Week 7 : 21 October - 27 October     | Lecture       | Inference on multiple causal relationships - Converting data into business insights<br>Multivariate regression analysis   |
|                                      | Seminar       | Week 6 topic  |
|                                      | Assessment    | Assessment 2 due this week  |
| Week 8 : 28 October - 3 November     | Lecture       | Ethics in data analysis<br><br>Note: This Monday is a public holiday. No lecture. The material provided online for this week is sufficient for self-paced study. LIC will review any questions in Week 9. |
|                                      | Seminar       | Week 7 topic  |
| Week 9 : 4 November - 10 November    | Lecture       | Data collection consideration   |
|                                      | Seminar       | Week 8 topic  |
| Week 10 : 11 November - 17 November  | Lecture       | Recap and Q&A session   |
|                                      | Seminar       | No lecture this week  |
| Week 11 : 18 November - 24 November  | Assessment    | Assessment 3 is due this week.  |

## Attendance Requirements

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

## General Schedule Information

The schedule below may change depending on how quickly we cover some of the topics, especially in Weeks 5 and 6. There is no formal attendance requirement; however, we will casually discuss aspects of the assessment in relation to the concepts covered, and these

discussions may not be recorded.

# Course Resources

## Prescribed Resources

### Course website

The course website can be accessed via UNSW Moodle. It contains all the course content, including the weekly reading material, weekly activities, self-practice quizzes, and online forums where you can ask questions and discuss course material.

Students should consult the course website regularly, as it contains essential information about the course. All students will be assumed to have seen all the material posted on the course website.

### Recorded Lecture Videos

Students have access to recorded lectures/videos made for this course. The link/access to these recorded material will be provided on the course Moodle site

### Textbook

There is no required textbook. However, to provide you with resources to complement and expand the weekly reading material, we have added cross-references throughout the weeks to chapters from:

Sharpe, DeVeaux and Velleman (2015), Business Statistics, 3rd Global Edition, Pearson (ISBN 978-1-292-05869-6).

It is not essential to purchase the textbook, but if you want, the UNSW bookshop has print copies: <https://www.bookshop.unsw.edu.au/details.cgi?ITEMNO=9781292269313>

and digital copies:

<https://unswbookshop.vitalsource.com/products/-v9781292269375>

It is available via UNSW library and [Leganto](#).

### Optional readings

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

Berenson, M.L. et al. (2018), Basic Business Statistics. 5th Edition, Pearson.

Black, et al. (2019), Business Analytics and Statistics, 1st Edition, Wiley (ISBN 978-0-730-32193-2).

Keller, G. (2015), Statistics for Management and Economics (Abbreviated), 10th Edition. South-Western Cengage Learning.

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

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

## Course Evaluation and Development

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

COMM5000 course structure is a newly developed core course for the MCOM program. Its inception is a proactive response to the needs and aspirations of students to increase the employability, and market-ready skill sets relevant to the current state of data-driven business. With this in mind, COMM5000 builds its assessment on a case study that brings a real-life Business problem with real data to the classroom. The learning of the concepts is directly applied and put to the business test in the scaffolded case study.

### 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 to this to happen, please email the [opt-out form](#) to [seer@unsw.edu.au](mailto:seer@unsw.edu.au) to opt-out from having your de-identified data used in this manner. If you complete the opt-out form, the information about you that was collected during this course will not be used in academic research.

## Staff Details

| Position | Name            | Email | Location | Phone | Availability                            | Equitable Learning Services Contact | Primary Contact |
|----------|-----------------|-------|----------|-------|---|-------------------------------------|-----------------|
| Tutor    | Lee Lee Ooi     |       |          |       |   | No                                  | No              |
|          | Igla Michael    |       |          |       |   | No                                  | No              |
| Lecturer | Mohamad M ourad |       |          |       |   | No                                  | No              |
| Convenor | Fabio Franc h   |       |          |       | Monday 2.30pm-3.30pm or by appointment. | Yes                                 | Yes             |
| Tutor    | Amir Dast Aviz  |       |          |       |   | No                                  | No              |
| Lecturer | Asror Nigmonov  |       |          |       |   | 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.