UNSW Course Outline

ACCT3625 ESG Reporting and Enterprise Value Creation - 2024

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General Course Information

Course Code : ACCT3625
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : UNSW Business School
Academic Unit : School of Accounting, Auditing and Taxation
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

Explore the transformative world of ESG Reporting and Enterprise Value Creation, a course that positions you at the forefront of sustainable business practices. Delve into the Integrated Reporting Framework, its six capitals, the strategic advantages of ESG Reporting, and the critical

role of ESG Assurance. This course opens doors to exciting careers at leading firms like accounting and consulting firms, regulatory bodies, impactful NGOs, and innovative corporations, all seeking expertise in sustainability and corporate responsibility. Equip yourself with the skills to drive change and make a lasting impact in various dynamic roles.

Course Aims

ACCT3625 aims at equipping students with the knowledge, skills and attitudes needed to work effectively and make more sustainable or responsible business decisions considering the impact of such decisions through a consideration of its likely impact on all underlying business value drivers, including ESG dimensions, and then report more holistically on how these decisions have created or preserved Enterprise value. An in-depth coverage, including practical case studies, of the Value Reporting Foundation's Integrated Thinking principles and Integrated Reporting framework benefit students who are or will be required to make business decisions do so in a more sustainable and strategic manner with a focus on longer term Enterprise value creation. The course reflects the view that Integrated Reporting enables organisations to put value creation and preservation at the heart of their purpose and strategy. The course also equips students with skills needed to be able to participate effectively in teams planning, understanding ESG reporting and coordinating the implementation of Integrated Reporting, including Integrated (system) Thinking, within an organisation. Finally, the course also aims to help students develop a capacity to critically evaluate the evolving practices of Integrated Reporting and related assurance and the findings of relevant research studies.

Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Identify ESG, other intangible value drivers and Integrated Reporting and its relevance to business decision making and enterprise value creation.	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice • PLO7 : Leadership Development
CLO2 : Identify the Integrated Reporting Framework and its requirements for the preparation of an Integrated Report.	• PLO1 : Business Knowledge • PLO3 : Business Communication
CLO3 : Detail the changes required in a business to change the underlying systems, processes and behaviours to implement 'investor grade' Integrated Reporting and embed Integrated Thinking across the organisation.	• PLO1 : Business Knowledge • PLO2 : Problem Solving • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO7 : Leadership Development
CLO4 : Critically evaluate examples of integrated reports, case situations and the related academic research.	• PLO1 : Research Excellence • PLO2 : Academic Excellence • PLO1 : Business Knowledge • PLO3 : Business Communication • PLO4 : Teamwork
CLO5 : Communicate professionally both orally in writing in class discussions, presentations, teamwork and written work.	• PLO1 : Research Excellence • PLO2 : Academic Excellence • PLO3 : Business Communication • PLO4 : Teamwork
CLO6 : Explain ethical, environmental and sustainability considerations in business reporting	• PLO5 : Social Engagement • PLO1 : Business Knowledge • PLO5 : Responsible Business Practice

Course Learning Outcomes	Assessment Item
CLO1 : Identify ESG, other intangible value drivers and Integrated Reporting and its relevance to business decision making and enterprise value creation.	• Assessment 1: Quizzes • Assessment: 3 Case Study
CLO2 : Identify the Integrated Reporting Framework and its requirements for the preparation of an Integrated Report.	• Assessment 2: Seminar Engagement • Assessment 1: Quizzes • Assessment: 3 Case Study
CLO3 : Detail the changes required in a business to change the underlying systems, processes and behaviours to implement 'investor grade' Integrated Reporting and embed Integrated Thinking across the organisation.	• Assessment 1: Quizzes • Assessment: 3 Case Study
CLO4 : Critically evaluate examples of integrated reports, case situations and the related academic research.	• Assessment 2: Seminar Engagement • Assessment: 3 Case Study
CLO5 : Communicate professionally both orally in writing in class discussions, presentations, teamwork and written work.	• Assessment 2: Seminar Engagement • Assessment: 3 Case Study
CLO6 : Explain ethical, environmental and sustainability considerations in business reporting	• Assessment 1: Quizzes • Assessment: 3 Case Study

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

ACCT3625 places emphasis on the development of a conceptual understanding of Intangibles, ESG and Integrated Reporting using the International Integrated Reporting Framework and the application of this understanding through experiential learning activities. Seminar discussions are professionally relevant, grounded in current practices and guided by concepts and research. The course is designed to equip participants to become leaders or team members in the preparation of integrated reports and driving change towards more integrated business decision making focused on delivery of longer term Enterprise value, thereby in general terms and generally to add value to their organisations.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
Assessment 1: Quizzes Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: Not Applicable	• PLO1 : Business Knowledge • PLO5 : Responsible Business Practice
Assessment 2: Seminar Engagement Assessment Format: Individual	20%	Start Date: Continuing Due Date: Continuing	• PLO1 : Business Knowledge • PLO3 : Business Communication • PLO4 : Teamwork • PLO5 : Responsible Business Practice • PLO7 : Leadership Development
Assessment: 3 Case Study Assessment Format: Group	40%	Start Date: Not Applicable Due Date: Not Applicable	• PLO2 : Problem Solving • PLO3 : Business Communication • PLO4 : Teamwork • PLO7 : Leadership Development

Assessment Details
Assessment 1: Quizzes

Assessment Overview

This task requires students to demonstrate their understanding of the key readings and concepts studied throughout the course and their ability to apply those concepts.

Assesses: PLO1, PLO2, PLO3, PLO5, PLO6, PLO7

Course Learning Outcomes

- CLO1 : Identify ESG, other intangible value drivers and Integrated Reporting and its relevance to business decision making and enterprise value creation.
- CLO2 : Identify the Integrated Reporting Framework and its requirements for the preparation of an Integrated Report.
- CLO3 : Detail the changes required in a business to change the underlying systems, processes and behaviours to implement 'investor grade' Integrated Reporting and embed Integrated Thinking across the organisation.
- CLO6 : Explain ethical, environmental and sustainability considerations in business reporting

Detailed Assessment Description

There will be an in-class Quiz at the start of Week 4 (20%) and in Week 8 (20%) both of 30

minutes in duration each. Format is combination of MCQs and short answer questions.

Assessment Length

30 minutes

Submission notes

In class via moodle

Assessment information

See moodle for further instructions closer to the date.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. 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.

Assessment 2: Seminar Engagement

Assessment Overview

Key aims of the seminar engagement are two-fold, that is, to encourage timely and active independent learning and facilitate peer-based knowledge sharing. At the end of each lecture, there will be questions that will require a group response on the course Moodle site due following week at 12 noon before the lecture. Students will have the opportunity to contribute and ask questions.

This is an individual mark based on student's continuing participation and contribution to group response to questions.

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7

Course Learning Outcomes

- CLO2 : Identify the Integrated Reporting Framework and its requirements for the preparation of an Integrated Report.
- CLO4 : Critically evaluate examples of integrated reports, case situations and the related academic research.
- CLO5 : Communicate professionally both orally in writing in class discussions, presentations, teamwork and written work.

Detailed Assessment Description

Refer to rubric on Moodle for this assessment.

Assessment Length

Students are required to submit a one-page group submission in most weeks.

Submission notes

Submission on moodle.

Assessment information

See moodle for other instructions.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

Simple Editing Assistance

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Assessment: 3 Case Study

<u>Assessment Overview</u>

The group will be required to do a task that will demonstrate their understanding of the fundamental concepts, Guiding Principles and Content Elements of the Integrated Reporting Framework using an assigned organization as a case study. The requirements of the case study include:

1) a written group report in PowerPoint slide format summarising the group's findings and recommendations from their 'gap analysis' (25%); and

2) a video presentation of the group's findings (15%). The video should contain a two-minute presentation from each student. The mark for the video presentation is broken down into 5% group mark and 10% individual mark.

Assesses: PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7

<u>Course Learning Outcomes</u>
- CLO1 : Identify ESG, other intangible value drivers and Integrated Reporting and its relevance to business decision making and enterprise value creation.
- CLO2 : Identify the Integrated Reporting Framework and its requirements for the preparation of an Integrated Report.
- CLO3 : Detail the changes required in a business to change the underlying systems, processes and behaviours to implement 'investor grade' Integrated Reporting and embed Integrated Thinking across the organisation.
- CLO4 : Critically evaluate examples of integrated reports, case situations and the related academic research.
- CLO5 : Communicate professionally both orally in writing in class discussions, presentations, teamwork and written work.
- CLO6 : Explain ethical, environmental and sustainability considerations in business reporting

<u>Detailed Assessment Description</u>

More instructions regarding this assesment in available on Moodle.

<u>Assessment Length</u>

Group report is no more than 20 powerpoint slides and 2-minute video presentation for each student.

<u>Submission notes</u>

online via submission link on Moodle

<u>Assessment information</u>

Assessment rubric available on Moodle.

<u>Assignment submission Turnitin type</u>

Not Applicable

<u>Generative AI Permission Level</u>

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

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

General Assessment Information

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.

You are expected to complete all assessment tasks for your courses in the School of Accounting, Auditing & Taxation. In some courses, there will be a minimum pass mark required on the final exam due to the need to assure individual mastery of specific course learning outcomes for accounting accreditation requirements. Where applicable this is explained in the assessment section of this course outline.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

In order to pass this course, you must:

- achieve a composite mark of at least 50 out of 100;
- meet any additional requirements described in the Assessment Summary section.

You are expected to attempt all assessment requirements in the course.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Seminar	History of business reporting and drivers of change • Seminar engagement • Group activities
Week 2 : 16 September - 22 September	Seminar	History and recent developments in business reporting
Week 3 : 23 September - 29 September	Seminar	The growing importance of Intangibles including ESG matters to Enterprise Value • Seminar Engagement • Group activities
Week 4 : 30 September - 6 October	Seminar	The Integrated Reporting Framework - Why, What and With? • Quiz 1 • Seminar Engagement • Group activities
Week 5 : 7 October - 13 October	Seminar	Preparing the Integrated Report - Communicating Value Creation 1. Guiding Principles 2. Content Elements • Seminar Engagement • Group activities
Week 7 : 21 October - 27 October	Seminar	Business Leadership and integrated thinking • Seminar Engagement • Group activities
Week 8 : 28 October - 3 November	Seminar	Benefits of and ; and implementing an / ESG managment system & embedding integrated thinking • Quiz 2 • Seminar Engagement • Group activities
Week 9 : 4 November - 10 November	Seminar	The annual integrated reporting process to report on value creation – getting started • Seminar Engagement • Group activities
Week 10 : 11 November - 17 November	Seminar	Credibility, Trust and Assurance Course Wrap Up • Case Study report and video due • Seminar Engagement

Attendance Requirements

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

General Schedule Information

The course is comprised of 9 weeks of seminars and class activities and a flexibility week (Week 6).

Course Resources

Prescribed Resources

The website for this course is on Moodle.

There is no textbook for this course. Required readings and videos will be provided each week as appropriate to each seminarat topic. There are also suggested reference readings and useful websites below.

Reference readings:

- International Integrated Reporting Framework 2021 Revised Edition. (also available Online)
- Integrate: Doing business in the 21st Century by Mervyn King and Leigh Roberts, Juta and Company Ltd, Claremont South Africa (limited copies available at UNSW Library)

Other readings:

Creating value: A practical guide for boards and directors by David Walters and Mark Rainbird, 2016, Australian Institute of Company Directors, Sydney (limited copies available at UNSW Library)

Useful Websites:

- https://www.valuereportingfoundation.org/

Note: Additional reading materials will be provided on a weekly basis and these will be available on the course website.

Recommended Resources

See Moodle site for this course.

Additional Costs

NIL

Course Evaluation and Development

Each year the course participates in myexperience survey to gather thoughts from students on

how the course could be improved. These comments are seriously considered by the teaching team and the content, format and assessments are revised accordingly to consider construction suggestions froms students.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Facilitator	Maria Bala tbat		QUAD3061 a	029385580 8	By appointment	No	No
Facilitator in charge	Irene Ge		Business School	see e-mail	Wednesdays (Week 1-9) 4pm - 5pm (See website for On-line link)	Yes	Yes

Other Useful Information

Academic Information

COURSE POLICIES AND SUPPORT

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

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

Further information is provided on the Policies and Guidelines page.

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

STUDENT LEARNING OUTCOMES

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

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

Academic Honesty and Plagarism

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

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

Submission of Assessment Tasks

SHORT EXTENSIONS

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

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

SPECIAL CONSIDERATION

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

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

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

LATE SUBMISSION PENALTIES

LATE SUBMISSION PENALTIES

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

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

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

FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

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

Faculty-specific Information

PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

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

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

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

COURSE EVALUATION AND DEVELOPMENT

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

QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly

advised to refer to the Class Timetable website for the most up-to-date teaching times and locations.

School Contact Information

The policies regarding staff contact in the School of Accounting, Auditing and Taxation are as follows:

- All questions regarding course administration should be directed to the Lecturer-in-charge.
- The full-time staff will be available for consultation starting from Weeks 2 to 10 and STUVAC period.
- Consultation hours will be advised on the course Moodle page in a consolidated timetable.
- Students are encouraged to consult with staff during online consultation sessions. Consultation will not be provided via email or phone.
- Consultation times during STUVAC period will likely vary to the regular consultation during Term and be posted on the course webpage later in the Term.

While emails to staff should be a rare occurrence as noted above, in instances where it is warranted, please make sure that:

- You use your UNSW email address when corresponding with the teaching staff on this course. Emails from other addresses (such as Hotmail, Gmail, Yahoo, 126, QQ, etc.) are not accepted and will not be replied to.
- You must use an appropriate communication level with staff. Emails and discussion forum posts that use short-hand and "Texting" language are not acceptable, and communication must be in English. If your email cannot be understood then staff will not reply.
- You must identify yourself by your full name, student ID and tutorial day and time.
- Please be aware that Staff will not necessarily reply to students to inform them if their emails are non-compliant.
- Full-time teaching staff only answer emails during regular working hours of Monday to Friday 9am-5pm. Tutoring staff often have other jobs and require 48 hours within regular business office hours to reply to emails.

Complaints about the assessment and other aspects of this course should be directed in the first instance to the Lecturer-in-Charge (or Course Convenor) and if still unsatisfied with the response received then you are directed to contact the School of Accounting, Auditing & Taxation Grievance Officer, details available here: https://www.unsw.edu.au/business/our-schools/accounting-auditing-taxation/contact-us