



**UNSW Business School**  
**School of Management**

**ZZBU6505**  
**Data and Ethics**  
**Hexamester 2 2022**

**Course Outline**

## Description

This course provides the conceptual foundations for ethical data analytics practice. You will learn to consider data analytics in the context of the broader social, economic and value systems within which data analytics takes place. You will identify ethical concerns and apply ethical thinking tools and frameworks to resolve actual ethical dilemmas. This course also provides you with an understanding of key regulatory frameworks and legal principles related to data generation, manipulation and use. Ultimately, this course aims to provide you with the tools to be an ethical data professional with a strong sense of your ability to be an agent of positive change.

## Units of Credit

The course is worth 6 units of credit.

## Learning Outcomes

On successful completion of the course, you should be able to:

1. Situate data analytics within broad and complex contexts.
2. Evaluate the consequences and impacts of data decisions.
3. Apply ethical frameworks and principles to data analytics scenarios.
4. Identify the legal, regulatory and privacy considerations relating to data in key jurisdictions.
5. Identify the principles of data stewardship, governance and integrity.
6. Critically reflect on your own values, practices and role as a potential agent of positive change.

## Schedule

Date	Week	Topic	Assessment Due
28 Feb	0	Orientation Week	
7 Mar	1	Why ethics?	Assessment 1 (option)
14 Mar	2	Frameworks for ethical decision-making – part 1	Assessment 1 (option)
21 Mar	3	Frameworks for ethical decision-making – part 2	Assessment 1 (option)
28 Mar	4	Data governance and stewardship	Assessment 1 (option)
4 Apr	5	Legal and regulatory frameworks	Assessment 1 (option) Assessment 2
11 Apr	6	Data for good	Assessment 1 (option)
18 Apr	7	Project Week	Assessment 3

## Assessment

In order to pass the course, you must:

- achieve a total mark of at least 50;
- meet any additional requirements of the assessment tasks.

The assessment tasks are:

No.	Type	Weight	Due*	Learning Outcomes
1	Online Dialogue	20%	Monday, 12pm, Weeks 1-6 (min 3 weeks of the 6 options) Due dates are, respectively, 14, 21, 28 March; 4, 11, 18 April	1,2,3,4,5,6
2	Case Study – Analysis of an Ethical Dilemma	40%	Week 5, Tuesday, 12pm, 5 April	2,3,4,5
3	Privacy Impact Assessment	40%	Week 7, Tuesday, 12pm, 19 April	1,3,4,5

\*All dates and times are Sydney (Australia) dates and times

You will be penalised 10% per day of the marks available for an assessment task if you submit it after the due date, unless you have an approved extension through Special Consideration.

## Teaching Staff

Your teaching staff are:

- Suzanna Mahinder, s.mahinder@unsw.edu.au (Course Convenor)
- Anca Yallop, a.yallop@unsw.edu.au (Online Lecturer)
- Burcin Hatipoglu, b.hatipoglu@adfa.edu.au (Online Lecturer)
- Bette McIntyre, bette.mcintyre@unsw.edu.au (Online Lecturer)
- Howard Cook, h.cook@unsw.edu.au (Online Lecturer)

Teachers are your main point of contact. Their consultation arrangements will be advised on the course website/ announcement page.

## Resources

The website for the course is on Moodle, at: <http://moodle.telt.unsw.edu.au>. All readings and activities will be available there - no additional materials are required.

## Technical Requirements

The course is fully online. You will need:

- A fast and reliable computer (or equivalent device), with an up-to-date operating system
- A fast and reliable internet connection
- The latest version of a modern browser (e.g. Edge, Chrome, Firefox or Safari)
- A reliable way to store your files - either on your computer with a backup routine, or in the cloud (e.g. using Dropbox)

## Learning and Teaching Activities

The course contains a variety of resources and activities that are carefully designed to enhance your learning.

Some activities require you to work and think alone, by reading some text, listening to a recording or watching a video. You might be asked to engage with the material and explore interactive elements by writing your responses in a journal, to help you better process and engage with the concepts. This type of reflection is a crucial aspect of the development of ethical thinking skills. Some activities require you to produce work of your own, and respond to the ideas of others. You might be answering a question, sharing a point on Padlet, or posting to a forum, for example. Some activities are assessment tasks, which have been carefully designed to measure how well you have achieved the learning outcomes of the course. Typically, you will get feedback on your work, either from yourself (by checking your work with models that are provided), from your peers, or from your teacher.

You also have access to a variety of ways to communicate with your peers and with the teaching staff. The general discussion forums are a place for you to ask and answer questions, to interact with your peers, and to be challenged by your teachers. Getting involved in these forums will enhance your learning experience and make it more enjoyable. Your course may include Webinars, which provide an opportunity to hear directly from your Online Lecturers and ask questions in real time. All webinars are recorded so you can access them at any time. Online Lecturers are available for consultations and will post information about how to access consultations on the course website. You can also contact your Online Lecturer using the Dialogue tool on the Communications page, or by email using the email address in the teaching staff section of this outline.

It is up to you how much work you do. The more time and effort that you can dedicate to the course, the better will be your learning and your results.

## Special Consideration

If illness or other circumstances beyond your control interfere with your assessment performance then you can apply for special consideration, to get an extra opportunity to demonstrate your level of performance.

You must make your application online, through the [Special Consideration portal on myUNSW](#). Do not apply to your course teaching staff - they will be notified automatically.

**You must apply before the assessment task is due or the exam is held** - if you submit the assessment or sit the exam then you are declaring yourself well enough to do so and are unable to subsequently apply for special consideration. If illness or misadventure prevent you from applying in advance, then you must apply as soon as possible, and provide evidence that you could not apply sooner. If you become unwell on the day of the exam, you must provide evidence dated within 24 hours of the exam, with your application.

Your application will be considered centrally, by a case review team, and they will notify you of the outcome. If your application is successful, then an alternative means of fulfilling the assessment requirements of the course will be provided.

You can read more about special consideration at: <https://student.unsw.edu.au/special-consideration>.

## Academic Integrity

UNSW values academic integrity and has strict rules against cheating. In particular, it has strict rules against plagiarism or contract cheating. Thus, you should not present someone else's work as if it's your own. This could be the work of an academic, or a peer, or a contract writer, and it includes work of all kinds - exact words, general ideas, designs, drawings, software, and so on. Nor should you recycle your own work - i.e. submit it for credit in multiple courses. UNSW also has strict rules against helping others to cheat - e.g. by giving someone your work to copy, or doing someone's work for them, and so on.

For further information about academic integrity and plagiarism at UNSW go to:

<https://student.unsw.edu.au/plagiarism>

For information about acknowledging your sources and referencing go to:

<https://student.unsw.edu.au/referencing>. If you are not sure what referencing style to use in this course, you should ask your Online Lecturer.

## Evaluation and Development

Toward the end of the hexamester you will be asked to give feedback about the course, via UNSW's **MyExperience survey**. This feedback is critical – it will be used, along with feedback from other stakeholders, to help improve the course. You can also contact your Course Convenor any time you have suggestions or other feedback. When the course was last offered, students provided feedback that they appreciated the opportunities to engage with a variety of learning materials and explore ideas with their peers, but struggled with the assessment workload. With this in mind we have reconfigured the assessment requirements of the course.

## Quality Assurance

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