



**UNSW**  
College

**Foundation Studies**

**Standard**

**TNE**

# Business Environments

Standard Term 2

**Course Outline**  
**Standard Foundation Program**

**Building L5, UNSW Sydney Campus, 223 Anzac Parade, Kensington NSW 2033 Australia**

T: +61 (2) 8936 2222 | W: [unswcollege.edu.au](http://unswcollege.edu.au)

UNSW Global Pty Limited ABN 62 086 418 582 trading as UNSW College™.

UNSW College CRICOS Provider Code 01020K. UNSW College TEQSA Provider ID: PRV13020 (Institute of Higher Education)

UNSW Foundation Studies UNSW College Pty Limited  
UNSW Sydney NSW 2052 Australia

Copyright © 2024

All rights reserved. Except under the conditions described in the Copyright Act 1968 of Australia and subsequent amendments, this publication may not be reproduced, in part or whole, without the permission of the copyright owner.

# Table of Contents

Course Information.....	4
Course Contact .....	4
Emailing Staff.....	4
Foundation Standards and Program Learning Outcomes .....	5
Course Overview .....	5
Course Learning Outcomes (CLOs) .....	6
Approaches to Learning and Teaching .....	7
Attendance and Engagement Requirements.....	9
Essential Resources for Students .....	9
Course Schedule and Structure .....	10
Assessment Guidelines.....	13
Assessment Wordcount.....	13
Academic Integrity .....	13
Artificial Intelligence .....	14
Assessments.....	15
Assessment Summary.....	15
Assessment Details.....	16
Assessment 1 .....	16
Assessment 2 .....	19
Assessment 3 .....	26
Assessment 4 .....	30
Assessment 5 .....	34

# Course Information

---

## Course Contact

Contact Details
Name: Hui Tong
Email: H.Thong@unswcollege.edu.au

## Emailing Staff

When contacting staff, you must use your official UNSW College email address. In all emails, please include your:

- zID (*if applicable*)
- First name and Surname
- Class Group (e.g., Class Group 1)
- Course Name

Your teachers are always your first point of contact if you need academic advice or support with your course work. Teachers make their email contact details readily available on each page of your online learning platform, and you can connect with them if you have questions about your work. They will respond promptly.

## Foundation Standards and Program Learning Outcomes

Foundation programs are nationally recognised courses. These courses help to prepare you for higher education programs, by equipping you with the skills and capabilities for future study in Australia. To read about these standards, please click on the following link: <https://www.education.gov.au/esos-framework/resources/foundation-program-standards>

There are five (5) Program Learning Outcomes (PLOs). These PLOs represent the knowledge and skills you need to develop to actively participate in society and engage in further study.

<b>1. Knowledge</b>	Apply sound disciplinary knowledge to solve problems across different learning contexts.
<b>2. Communication</b>	Demonstrate confidence and self-awareness in communicating with others, using a range of media types.
<b>3. Academic Skills</b>	Critical thinking, reflective practice and collaborative learning skills.
<b>4. University Readiness</b>	Demonstrate personal responsibility for learning, exhibit academic integrity and actively engage with peers in academic and social networks.
<b>5. Citizenship</b>	Demonstrate cross cultural awareness and an appreciation of diversity and equity.

## Course Overview

The Business Environments course provides you with a good understanding of the business environments, including the Australian government environment, the legal environment for business, and the sustainability environment. This course is part of the Foundation Studies Business stream and will support learning across the following courses: Accounting, Economics and Management.

On completion, you should be able to demonstrate a solid understanding of the Australian business and legal environment, the ability to critically analyse legal problems, and an awareness of ethical and sustainable business practices, including sustainability issues.

## Course Learning Outcomes (CLOs)

On successful completion of the Business Environments course, you will be able to:

1. **Describe** and **discuss** the diverse environments within which business operates.
2. **Identify** and **analyse** legal issues arising from situations in business contexts.
3. **Identify** and **analyse** ethical and sustainability issues that arise in the business environment.
4. **Resolve** problems by **applying** the relevant principles or theories, **evaluating** the possible solutions and **developing** logical and coherent arguments to support conclusions.
5. **Collaborate** effectively with individuals from diverse backgrounds, demonstrating inclusiveness, integrity, and a commitment to ethical teamwork.

# Approaches to Learning and Teaching

## a. Methodology

A methodology is a roadmap for learning. The roadmap allows you to understand how the learning activities and assessments assist and support learning. The methodologies for this course include problem-based learning, inquiry-based learning, critical thinking learning, student-centred learning, and teacher-led facilitation.

**Problem-Based Learning** is an instructional approach where students learn by engaging in hypothetical problems. It encourages active exploration, collaboration, and the application of knowledge to solve complex challenges, fostering deep understanding and practical skills.

**Inquiry-Based Learning** involves students actively asking questions, investigating solutions, and developing knowledge through exploration and research. This approach promotes curiosity, independence, and a deeper grasp of the course matter by encouraging students to drive their own learning process.

**Critical Thinking Learning** emphasises the development of analytical skills, enabling students to evaluate information, arguments, and evidence critically. This approach encourages reflective thinking, logical reasoning, and the ability to form well-founded conclusions and judgments.

**Student-Centred Learning** focuses on the individual needs, interests, and learning styles of students. It empowers learners by giving them a more active role in the learning process, promoting autonomy, personalized learning experiences, and greater engagement.

**Teacher-Led Facilitation** involves instructors guiding and supporting students through the learning process. While the teacher provides direction and expertise, the emphasis is on facilitating student learning, encouraging participation and a collaborative learning environment.

## b. Methods

A method is the event a teacher uses to help you navigate the roadmap (methodology) used for a course. The methods for this course include lectures, tutorials, and consultations.

**Lectures** deliver structured overviews of key concepts and theoretical frameworks. They present essential information and foundational knowledge necessary for understanding course material. Lectures provide students with an overview of essential knowledge in a course area and a starting point for further reading.

**Tutorials** are small discussion-based groups of students enrolled in the same class. Each group is led by a tutor. Tutorials offer a more interactive learning experience where students can discuss and apply concepts from lectures. These sessions focus on problem-solving, case studies, and deeper exploration of course topics. Students are given the opportunity to raise topics, ask questions and explore ideas.

**Consultations** provide personalised support, allowing students to seek clarification, discuss challenges, and receive guidance on specific course-related questions. They offer tailored assistance to enhance individual learning.

## c. Learning and Teaching Strategies

A strategy is a tool or activity that teachers use during an event to support student learning. Group activities, problem-based legal questions where students present arguments, and think-pair-share are used to enhance engagement and understanding, encouraging active participation and critical thinking.

## d. Challenge Week Activity

The Challenge Week is an opportunity for reflection and revision. You may have an academic, collaborative event that requires you to complete a group project or activity with other students from your program. Please refer to the Moodle course page for more details.



# Attendance and Engagement Requirements

To achieve academic success, it is recommended that you aim to achieve 100% attendance.

Attendance will be considered across the whole Foundation Program. If you have poor attendance, you will be asked to consult with your Student Advisor. Note that if you have an attendance record of below 80%, you may not be issued with a certificate of completion.

**Face-to-Face Hours: 2.5 hours per week** comprising of:

- Lecture 1 hour x 1 per week
- Tutorial 1.5 hours x 1 per week

**Self-Directed Hours:** We recommend a minimum of **2.5 hours per week**, equivalent to the face-to-face hours. Self-directed hours involve independent study and activities, such as reviewing lecture materials, completing assignments, and preparing for tutorials, allowing students to deepen their understanding and reinforce learning outside of scheduled class time.

**Consultation Hours:** 4 hours per week, available 1 hour per day from Monday to Thursday. Students should check Moodle for specific scheduling details and availability.

## Essential Resources for Students

Essential resources are the materials and technologies you will require to complete this course. The essential resources for this course include:

- Course Outline
- Tutorial Guides (include Readings)
- Access to the internet for online learning activities available via Moodle
- Notebook/Laptop Computer – you are required to use an appropriate computing device (desktop or laptop computer) for all classes. As set out for students by Student Experience Team under [Electronic Device Requirements for Students at UNSW College](#)
- Pen and paper

# Course Schedule and Structure

The table below includes the topics that will be covered each week in this course.

Unit	Content	Lecture	Tutorial
<b>Unit 0</b>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Introduction to the Business Environments               <ul style="list-style-type: none"> <li>Overview of the business environments</li> <li>Key components of the business environments</li> </ul> </li> <li>Importance of Understanding the Business Environments               <ul style="list-style-type: none"> <li>Reasons for studying the business environment</li> <li>Impact on business strategy and operations</li> </ul> </li> </ul>		Week 1
<b>Part 1: The Australian Government Environment</b>			
<b>Unit 1</b>	<b>The Australian Legal Foundation</b> <ul style="list-style-type: none"> <li>Australian democracy</li> <li>Federation of Australia</li> <li>The Australian Constitution               <ul style="list-style-type: none"> <li>Division of powers</li> <li>Separation of powers                   <ul style="list-style-type: none"> <li>Sources of law</li> </ul> </li> </ul> </li> <li>Meanings of 'common law' and 'civil law'</li> </ul>	Week 1	Week 2
<b>Part 2: The Australian Legal Environment for Business</b>			
<b>Unit 2</b>	<b>The Australian Legal System</b> <ul style="list-style-type: none"> <li>The Australian legal system               <ul style="list-style-type: none"> <li>Common law legal system</li> <li>Australian court hierarchy</li> <li>Doctrine of precedent</li> </ul> </li> <li>Recognising cases and legislation</li> <li>Introduction to the IPAC method</li> </ul>	Week 2	Week 3
<b>Unit 3</b>	<b>Choice of Business Structure</b> <ul style="list-style-type: none"> <li>Unincorporated business organisations               <ul style="list-style-type: none"> <li>Sole trader</li> <li>Partnerships</li> </ul> </li> <li>Incorporated business structures               <ul style="list-style-type: none"> <li>Companies</li> <li>Concept of separate legal entity</li> <li>Concept of corporate veil</li> <li>Lifting of the corporate veil</li> </ul> </li> </ul>	Week 3	Week 4
<b>Unit 4</b>	<b>Contract Law (I)</b> <ul style="list-style-type: none"> <li>Introduction to contract law</li> <li>Formation of a contract               <ul style="list-style-type: none"> <li>Offer</li> <li>Acceptance</li> </ul> </li> </ul>	Week 4	Week 5
<b>Unit 5</b>	<b>Contract Law (II)</b> <ul style="list-style-type: none"> <li>Formation of a contract (<i>continued</i>)               <ul style="list-style-type: none"> <li>Intention to create legal relations</li> <li>Consideration</li> </ul> </li> </ul>	Week 5	Week 6

**Business Environments Course Outline**

Unit	Content	Lecture	Tutorial
<b>Unit 6</b>	<b>Tort of Negligence (I)</b> <ul style="list-style-type: none"> <li>• Introduction to tort law</li> <li>• Tort of negligence                             <ul style="list-style-type: none"> <li>◦ <i>Civil Liability Act 2002</i> (NSW)</li> <li>◦ Elements of negligence                                     <ul style="list-style-type: none"> <li>▪ Duty of care</li> <li>▪ Breach of duty of care</li> <li>▪ Causation</li> <li>▪ Remoteness</li> </ul> </li> </ul> </li> </ul>	Week 6	Week 8
<b>Unit 7</b>	<b>Tort of Negligence (II): Negligent Misstatement</b> <ul style="list-style-type: none"> <li>• Negligent words and advice                             <ul style="list-style-type: none"> <li>◦ Duty of care – ‘special relationship’</li> <li>◦ Revision: Breach of Duty of Care, Causation and Remoteness</li> </ul> </li> <li>• Defences</li> <li>• Vicarious liability</li> </ul>	Week 8	Week 9
<b>Unit 8</b>	<b>Consumer Protection Law</b> <ul style="list-style-type: none"> <li>• <i>Competition and Consumer Act 2010</i> (Cth)                             <ul style="list-style-type: none"> <li>◦ Australian Consumer Law (ACL)</li> </ul> </li> <li>• Misleading or deceptive conduct</li> <li>• Consumer guarantees</li> <li>• Using the IPAC method to answer consumer protection problem questions</li> </ul>	Week 9	Week 10
<b>Part 3: The Sustainability Environment for Businesses</b>			
<b>Unit 9</b>	<b>Ecology and Climate Change: The Relationship Between Human Activities and The Natural World</b> <ul style="list-style-type: none"> <li>• What is Sustainability?</li> <li>• The Three Pillars of Sustainability</li> <li>• Introduction to Ecology and Climate Change</li> <li>• Environmental Degradation</li> <li>• The Global Challenges of Climate Change</li> <li>• Sustainable Development and the SDGs</li> <li>• Managing Environmental Impacts</li> <li>• Sustainable Consumption and Production</li> <li>• Changing Consumer Behaviour for a Sustainable Future</li> </ul>	Week 10	Week 11
<b>Unit 10</b>	<b>Ethics and Social Responsibility: The Broader Role of Business in Society</b> <ul style="list-style-type: none"> <li>• Introduction to Ethics and Social Responsibility in Business                             <ul style="list-style-type: none"> <li>◦ Corporate Social Responsibility (CSR)</li> </ul> </li> <li>• Foundations of Ethics in Theory and Practice                             <ul style="list-style-type: none"> <li>◦ Ethical dimensions of business</li> <li>◦ Ethical Foundations in Business                                     <ul style="list-style-type: none"> <li>▪ Ethical theories: Utilitarianism vs. Deontological</li> <li>▪ Ethical relativism vs. Universalism</li> </ul> </li> </ul> </li> </ul>	Week 11	Week 12

---

**Business Environments Course Outline**

---

<b>Unit</b>	<b>Content</b>	<b>Lecture</b>	<b>Tutorial</b>
	<ul style="list-style-type: none"><li>○ Legal vs. Ethical obligations</li><li>• Social Responsibility of the Firm</li><li>• Sustainability Reporting</li></ul>		
<b>Unit 11</b>	<b>Sustainable Business Practices and Innovations</b> <ul style="list-style-type: none"><li>• The Role of Business in Sustainability</li><li>• Sustainable Business Models</li><li>• Ethical Sourcing &amp; Supply Chains</li><li>• Role of Technology</li><li>• Consumer Influence</li><li>• Economic Benefits of Sustainability</li><li>• Future Trends</li><li>• Bringing It Together</li></ul>	Week 12	Week 13
<b>Unit 12</b>	<b>Revision</b>	Week 13	

## **Assessment Guidelines**

- Please adhere to the UNSW College Assessment [Policy](#) and [Procedure](#) when completing and submitting your assessments.
- You are responsible for reading, understanding, and following the instructions about:
  - [Examinations](#)
  - [Assessment tasks other than examinations](#)
  - [Submission and return of assessment tasks, including rules about late assessment submissions](#)
  - [Feedback on assessment](#)
  - [Educational adjustments](#)
  - [Special considerations including applications for extension and deferred examinations](#)
  - [Supplementary assessments](#)
  - [Results](#)

## **Assessment Wordcount**

- You must adhere to the assessment word count for all your assessments.
- If your assessment task exceeds or is lower than the prescribed word length, no penalty will be applied for the initial ten (10) percent excess.
- A penalty deduction will be applied where word count exceeds the ten (10) percent limit.
- Penalties for exceeding word counts will be included in the assessment section of your course guideline.

## **Academic Integrity**

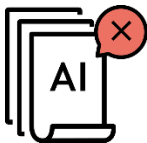


Academic integrity is about acting with honesty, trust, fairness, respect, responsibility, and courage. It is the responsibility of all students to uphold these values in their own work and when citing the work and contributions of others.

- Please adhere to the UNSW College Academic Integrity [Policy](#) and [Procedure](#) when completing and submitting your assessments.
- You are responsible for reading, understanding, and following the instructions about:
  - [Detecting breaches of academic integrity](#)
  - [Procedural Fairness](#)
  - [Investigating a breach of academic integrity](#)
  - [Outcome of an investigation](#)
  - [Levels of breach and penalties](#)
  - [Communications and notifications about academic misconduct](#)
  - [Recording breaches of academic misconduct](#)
  - [Appeals](#)

## Artificial Intelligence

UNSW College has created its own Artificial Intelligence Guidelines called the 3Cs Model. You are required to adhere to these guidelines when you complete your assessments. These guidelines show you when it is appropriate to use artificial intelligence for your assignment and when it is not permitted.

### UNSW College 3C Model: Can I use AI for my assessment?

Category 1: AI tools cannot be used	Category 2: AI tools can be used in assistive role	Category 3: AI tools can be used for integration.
 <p>For this category, you need to show basic skills like remembering, understanding, and using your knowledge, which are essential for future studies and work. For example, you might need to remember and use a formula to solve a math question during a final exam or explain why a business solution is important to your colleagues.</p> <p>In this category, you cannot use AI tools at all. This includes in-person exams, class tests, oral exams, some labs and practicals, and discussion-based assessments.</p> <p>Your teacher will further explain why this category is important.</p>	 <p>For this assessment, you may use AI tools to help you develop specific skills. For example, you might use AI to look at data, find patterns in text, and get new ideas about a topic or question.</p> <p>You may use AI tools to help with certain tasks in the assessment. For example, you might use AI to draft and organise content, prepare for exams, test code, translate content, give feedback, and proofread.</p> <p>Your teacher will explain why this category is used to make sure everyone has a fair experience. Some parts of the assessment will not allow AI.</p>	 <p>For this assessment, you may use AI tools at different stages of your assessment.</p> <p>In this category, you should show your skills in using AI tools to solve problems, make decisions, and create solutions. This assessment may include a part where you must show that you can use AI in an ethical and responsible way. For example, you might use AI to generate ideas, compare content, produce summaries, analyse content, reframe content, research and find answers, and write content that other students can review and give you feedback on.</p> <p>Your teacher will support and guide you to ensure everyone has a fair experience.</p>

- For each assessment in your course guideline, you will see one of the category icons (Category 1, 2 or 3). You can read about the category for your assessment under the heading **Supporting Information**.
- If you choose to use artificial intelligence for an assessment that prohibits the use of AI tools, you will be penalised for [academic misconduct](#)

# **Assessments**

## **Assessment Summary**

<b>Assessment ID</b>	<b>Learning Outcomes</b>	<b>Assessment Task</b>	<b>Individual/Group</b>	<b>Weighting</b>	<b>Due Date</b>
A1	CLO1, CLO2, CLO3, CLO4, CLO5	Tutorial Performance	Individual	10%	Ongoing throughout the course
A2	CLO1, CLO2, CLO4	Australian Legal System and Business Structures Video	Individual	15%	Week 5: Friday 4:00pm AEST/AEDT
A3	CLO1, CLO2, CLO4, CLO5	Challenge Week Activity – Poster Presentation	Group	10%	Week 7: TBC
A4	CLO1, CLO2, CLO4	Contract Law Legal Problem Analysis	Individual	20%	Week 8: Friday 4:00pm AEST/AEDT
A5	CLO1, CLO2, CLO3, CLO4	Final Examination	Individual	45%	Examination Week

# Assessment Details

## Assessment 1

### Tutorial Participation

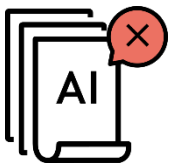
#### Course Learning Outcomes

- **CL01:** Describe and discuss the diverse environments within which business operates.
- **CL02:** Identify and analyse legal issues arising from situations in business contexts.
- **CL03:** Identify and analyse ethical and sustainability issues that arise in the business environment.
- **CL04:** Resolve problems by applying the relevant principles or theories, evaluating the possible solutions and developing logical and coherent arguments to support conclusions.
- **CL05:** Collaborate effectively with individuals from diverse backgrounds, demonstrating inclusiveness, integrity, and a commitment to ethical teamwork.

**Task length:** Students are assessed during class.

**Due Date and Time:** Weekly Tutorials

**AI Category 1:** AI tools cannot be used.



#### Task Description

Students will be graded on their participation and interaction during classes. Please note that this is not a mark for attendance. All students are expected to actively participate and prepare for each tutorial. This includes:

- Completing assigned readings (and any other preparation)
- Contributing to group discussions
- Demonstrating an understanding of the topic based on the assigned readings
- Asking questions
- Actively listening
- Working collaboratively with other students
- Participating in tutorial activities

Tutorial participation will be determined using the marking rubric for this assessment. Your tutorial participation will be assessed based on your involvement, engagement, preparation, and teamwork during the weekly tutorials. This rubric will help guide your contributions during in-class discussions and activities.

#### Rationale



Tutorial participation provides you with an opportunity to learn from, and collaborate with, your peers. Peer collaboration will help you to gain new perspectives, accelerate your learning, improve your communication skills, increase engagement in class and build your networks.

### Supporting Information

For this assessment, you must follow the guidelines below.

### Examples of Tutorial Participation

Participation does not require nonstop talking; what is important is the quality of your contributions.

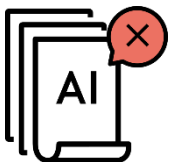
You can contribute by:

- raising a point (with evidence)
- giving an example to illustrate or build on what someone else has said
- asking or answering questions
- acknowledging someone else's point or expressing why you agree or disagree.

### Helpful Resources and Link

- [Guide to Tutorial Participation](#)
- [Guide to Discussion Skills](#)
- [Guide to Group Work](#)

### Artificial Intelligence Category 1: AI tools cannot be used



For this category, you need to show basic skills such as speaking, listening, working and collaborating in groups, and demonstrate the embodiment of learning, which is beyond the capability of AI. For example, you might discuss your understanding of a particular case law and how this set precedents for other companies, or you might present how a negative action of a company has on their stakeholders.

In this category, you cannot use AI tools at all. All answers to your tutorial questions are contained in the weekly lecture and you will be called upon to explain/discuss how you have arrived at your answers in the tutorial.

Your teacher will further explain why this category is important.

## Assessment 1 Marking Rubric: Tutorial Performance

Criteria	5 Excellent	4 Very Good	3 Good	2 Satisfactory	1 Needs Improvement	0 Unsatisfactory
<b>Engagement</b>	Actively engages in discussions and activities with insightful contributions and enthusiasm. Demonstrates exceptional interest and a proactive approach.	Participates actively with meaningful contributions and strong interest. Shows a high level of engagement.	Participates regularly with relevant contributions. Shows adequate interest and engagement.	Participates minimally with occasional contributions. Shows limited interest and engagement.	Participates infrequently with minimal contributions. Shows little interest or engagement.	Rarely participates or contributes. Shows no interest or engagement. Significantly late or absent.
Criteria	5 Excellent	4 Very Good	3 Good	2 Satisfactory	1 Needs Improvement	0 Unsatisfactory
<b>Preparation</b>	Consistently comes fully prepared with a thorough understanding of the material. Demonstrates excellent preparation through well-informed contributions.	Usually prepared with a good understanding of the material. Contributions reflect strong preparation.	Generally prepared with an adequate understanding of the material. Contributions show reasonable preparation.	Inconsistently prepared, with gaps in understanding. Contributions reflect limited preparation.	Poorly prepared or frequently unprepared. Contributions indicate a lack of preparation.	Comes to tutorials unprepared with minimal understanding of the material. Contributions reflect a complete lack of preparation.
Criteria	5 Excellent	4 Very Good	3 Good	2 Satisfactory	1 Needs Improvement	0 Unsatisfactory
<b>Teamwork</b>	Collaborates effectively with peers, making positive contributions to team activities and encouraging a cooperative environment. Demonstrates outstanding teamwork skills.	Works well with others, contributing positively to team activities. Shows strong teamwork skills.	Works adequately with others, contributing to team activities with reasonable teamwork skills.	Shows some teamwork skills but with inconsistent collaboration or minimal contributions to team activities.	Struggles with collaboration, with minimal contributions and impact on team activities.	Fails to collaborate effectively or contribute to team activities, negatively impacting the group dynamic.

## Assessment 2

### Australian Legal System and Business Structures Video (Individual Task)

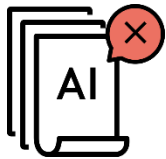
#### Course Learning Outcomes

- **CLO1:** Describe and discuss the diverse environments within which business operates.
- **CLO2:** Identify and analyse legal issues arising from situations in business contexts.
- **CLO4:** Resolve problems by applying the relevant principles or theories, evaluating the possible solutions and developing logical and coherent arguments to support conclusions.

**Task length:** 8 minutes (+/- 10%). Minimum 7:12 minutes and Maximum 8:48 minutes.

**Due Date and Time:** 4pm Friday, Week 5 (Turnitin).

**AI Category 1:** AI tools cannot be used.



#### Task Details

You are required to create an engaging and informative 8-minute video that demonstrates your understanding of different types of business structures in Australia (**Part A**) and the Australian legal system (**Part B**).

The units covered for this assessment are units 1 to 3.

#### Part A

The target audience for your 8 minutes video is Mr. Hertz. You can find information about Mr. Hertz for Part A of this assessment under the section titled **Supporting Information**. Mr. Hertz has a basic understanding of the Australian legal system and business structures. Your video should be informative and engaging, making it accessible and interesting for Mr. Hertz to view.

#### Part B

In your video you need to explain to Mr. Hertz whether he can legally use the secret recipe and discuss how its use could lead to a legal dispute. Additionally, outline how this dispute would be addressed and resolved within the Australian legal system. You can find information about Mr. Hertz for Part B of this assessment under the section titled **Supporting Information**.

## Rationale

This assessment will help you to develop skills in critical thinking, problem solving and visual literacy. These skills will assist you to discuss diverse business environments, analyse issues in a business context and evaluate solutions for business structures and resolving legal disputes.

## Supporting Information

For this assessment, you must follow the guidelines below.

### Part A: Business Structures

A client, Mr. Hertz, comes to you seeking advice as a business consultant. Mr. Hertz wants to start a new business in Australia with the following details. You must recommend the most suitable business structure (sole trader, partnership, or limited company) for his venture and explain your choice.

Mr. Hertz plans to start a specialty restaurant offering unique fusion cuisine. He has saved \$50,000 of his own money and needs an additional \$100,000 to launch the business, considering either a bank loan or family investment for the additional capital. Mr. Hertz wants to protect his personal assets while retaining significant control over business decisions. He is open to shared management with trusted partners and is contemplating inviting his sibling to join as a co-owner to assist with daily operations. Mr. Hertz aims to establish a reputable local brand, expand to multiple locations within five years, and maintain high product quality and customer satisfaction. He plans to hire 5-10 employees and to create a strong online presence for marketing and customer engagement.

### Part B: Australian Legal System – Resolving Legal Disputes

Regardless of the structure you recommended in Part 1, let's assume Mr. Hertz chose to establish his restaurant as a limited company. Mr. Hertz *intends* to use a secret recipe he learned from a previous job. However, when he was an employee at the previous job, Mr. Hertz had signed an agreement that includes a clause preventing any former employee from using confidential information about the business gained during their employment to compete with the business.

## How to Structure Your Video Presentation

For **Part A** of your video please include the following information.

- **Introduction:**
  - Introduce yourself and briefly explain the purpose of the video.
- **Body**
  - Use relevant legal principles and cases you have studied in the course. Apply the IPAC method (Issue, Principle, Application, Conclusion) to structure your explanation.
  - Recommend one of the three business structures (sole trader, partnership, or limited company) and justify why this structure is best for Mr. Hertz's business considering the

facts provided.

- Detail the key characteristics of your recommended business structure.

- **Conclusion**

- Summarise the key points made in Part A.
- Reinforce your recommendation and summarise the reasons behind it.

For **Part B** of your video please include the following information.

- **Introduction**

- Introduce and identify the legal issue Mr. Hertz *may* face with the use of a secret recipe from his previous job.

- **Body**

- Use relevant legal principles and cases you have studied in the course. Apply the IPAC method (Issue, Principle, Application, Conclusion) to structure your explanation.
- Describe how the use of the secret recipe could lead to a legal dispute with his former employer.
- Explain how the potential dispute over using the secret will be resolved in the Australian legal system.
- Explain the 8 doctrine of precedent and how it influences the outcome of the case.

- **Conclusion:**

- Summarise the key points made in Part B.
- Clarify whether Mr. Hertz can legally use the secret recipe.
- Highlight the importance of understanding the legal system in business operations.

## Assessment Format

Acceptable video formats: .mov, .mp4, .mpeg. If your video is in a format inaccessible by the marker, it cannot be marked.

## Video Recording and Presentation Guidelines

- Your video should show you (head, shoulders and hand gestures), well-positioned, speaking to the camera as if you were speaking to the client.
- Your video should have good lighting (well-lit room) and good audio (no background noise).
- Your video should have a clear, coherent structure such as having an introduction and conclusion. No headphones.
- No face mask.
- If editing is necessary, it should be kept to a minimum, as too many edits can affect the communication and flow.

- Do **not** alter the **playback speed** of your video. The video will be slowed down to a normal viewing speed by the marker. The marker will stop viewing and assessing your video at the upper time limit specified for the assessment. Any content beyond this time will not be reviewed or marked.
- Engagement with your audience is much improved if you avoid reading from a script.

### Submission

For this assessment, you must follow the guidelines below.

- **Video (Submission 1 of 2)**

- Upload your video to Submission Link on Moodle; your video must be smaller than 200MB to upload to Submission Link on Moodle;

- **Important Considerations**

- If your file is larger than 200MB you must reduce the file size before uploading to the Submission Link. You can reduce the size of your file using different applications such as HandBrake. Go to <https://handbrake.fr/downloads.php> and select the correct platform for your operating system. Follow the on-screen instructions and install HandBrake.
- Note: Videos are large files which take time to upload. Be aware of the submission deadline and plan your upload. Check the quality and accessibility or you will incur late penalties.

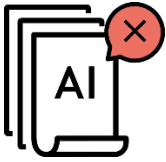
- **Script (Submission 2 of 2)**

- A script is a written version of everything you say in the video, from start to finish. It must capture your dialogue word for word. An outline of your video content is not a script.
- Upload your script to Turnitin on Moodle course site.
- **If you do not submit a script, your video will not be marked. This means you will not receive a mark for Assessment 1 (15% of your total grade).**
- Acceptable format: **.docx** only. **If a different file type is submitted, your submission will be deemed incomplete, and your video will not be marked.**
- Ensure that the work you submit is your own work and reflect your understanding of the course concepts.

- **Supporting resources and links**

- Access Assessment 2 supporting resources on Moodle prior to completing your assessment.

### Artificial Intelligence Category 1: AI tools cannot be used



For this category, you need to show basic skills like remembering, understanding, and using your knowledge, which are essential for future studies and work. For example, you might need to remember and use a formula to solve a math question during a final exam or explain why a business solution is important to your colleagues.

In this category, you cannot use AI tools at all. This includes in-person exams, class tests, oral exams, some labs and practicals, and discussion-based assessments.

## Assessment 2 Marking Rubric

Criteria	Weighting	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
<b>Understanding of Course Concepts</b>	40%	Demonstrates an outstanding and comprehensive understanding of different business structures and the Australian legal system, including the doctrine of precedent.  Provides an exceptionally clear and well-explained recommendation for Client's business structure with detailed legal implications.  Shows in-depth analysis of the legal dispute involving the secret recipe, accurately applying relevant principles and precedents.	Demonstrates a superior understanding of the business structures and the Australian legal system.  Provides a well-reasoned recommendation for Client's business structure, with a strong explanation of legal implications.  Analyses the legal dispute with clarity, applying relevant legal principles and precedents effectively.	Demonstrates a good understanding of business structures and the Australian legal system.  Provides a solid recommendation for Client's business structure with basic legal implications.  Addresses the legal dispute reasonably well, applying some relevant principles and precedents.	Demonstrates an acceptable understanding of the business structures and the Australian legal system.  Provides a recommendation for Client's business structure with limited explanation of legal implications.  Addresses the legal dispute but with minimal application of relevant legal principles and precedents.	Demonstrates an unsatisfactory understanding of business structures and/or the Australian legal system.  Fails to provide a clear recommendation for Client's business structure, with little to no explanation of legal implications.  Inadequately addresses the legal dispute with incorrect or missing application of relevant principles and precedents.
<b>Application and Analysis</b>	40%	Effectively applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with exceptional depth.  Provides an outstanding, well-reasoned analysis that thoroughly aligns the recommended business structure with Client's goals.  Analyses the legal dispute with superior clarity, applying relevant principles and precedents in a highly insightful manner.	Applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with a high degree of effectiveness.  Provides a strong, well-reasoned analysis that aligns the recommended business structure with Client's goals.  Analyses the legal dispute clearly, applying relevant principles and precedents effectively.	Applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with reasonable effectiveness.  Provides a solid analysis that somewhat aligns the recommended business structure with Client's goals.  Analyses the legal dispute adequately, applying some relevant principles and precedents.	Applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with minimal effectiveness.  Provides a basic analysis that partially aligns the recommended business structure with Client's goals.  Analyses the legal dispute with limited application of relevant principles and precedents.	Fails to apply relevant theoretical concepts, legal principles, and case precedents to Client's scenario.  Provides an unclear or incorrect analysis with little to no alignment between the recommended business structure and Client's goals.  Fails to analyse the legal dispute, with incorrect or missing application of relevant principles and precedents.
<b>Structure</b>	10%	Exhibits an outstanding, logical structure throughout both parts,	Exhibits a superior, logical structure with a clear	Exhibits a good, logical structure with a clear	Exhibits an acceptable structure with a basic	Lacks a clear structure, with an unclear or missing



## Business Environments Course Outline

Criteria	Weighting	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
		with clear, well-organised introduction, body, and conclusion. Demonstrates excellent use of the IPAC method, enhancing clarity and flow.	introduction, body, and conclusion in both parts. Demonstrates strong use of the IPAC method, contributing to the clarity and organisation of the presentation.	introduction, body, and conclusion in both parts. Adequate use of the IPAC method, though some areas could be more organised.	introduction, body, and conclusion in both parts. Minimal use of the IPAC method, resulting in some organisational issues.	introduction, body, or conclusion. Poor or incorrect use of the IPAC method, leading to significant organisational issues.
<b>Presentation and Engagement</b>	10%	The video is exceptionally engaging, well-organised, and clearly presented, maintaining viewer interest throughout both parts. Demonstrates excellent use of hand gestures, body language, variation of tone, and eye contact to enhance communication and engagement.	The video is highly engaging, well-organised, and clearly presented, with effective use of hand gestures, body language, variation of tone, and eye contact.	The video is engaging, reasonably well-organised, and clearly presented, with some effective use of hand gestures, body language, variation of tone, and eye contact.	The video is somewhat engaging and adequately organised, with basic use of hand gestures, body language, variation of tone, and eye contact. Creative elements may be minimal or absent.	The video is unengaging, poorly organised, and lacks clarity, with little to no use of hand gestures, body language, variation of tone, or eye contact.  The video significantly exceeds or significantly falls short of the 6-minute time limit.

## Assessment 3

### Challenge Week Activity – Group Poster Presentation

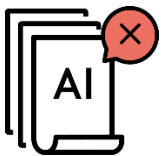
#### Course Learning Outcomes

- **CLO1:** Describe and discuss the diverse environments within which business operates.
- **CLO2:** Identify and analyse legal issues arising from situations in business contexts.
- **CLO4:** Resolve problems by applying the relevant principles or theories, evaluating the possible solutions and developing logical and coherent arguments to support conclusions.
- **CLO5:** Collaborate effectively with individuals from diverse backgrounds, demonstrating inclusiveness, integrity, and a commitment to ethical teamwork.

**Task length:** Three hours (presentation and Q&A: 20 minutes, refer to Task Description)

**Due Date and Time:** Term 2, Week 7 Challenge Week

**AI Category 1:** AI cannot be used



#### Task Description

This is a combined activity between the Business Environments and Macroeconomics students. During Challenge Week, you will work in groups to research and respond to a simulated business problem, applying your knowledge of Business Environments and Macroeconomics. You must apply the tools and concepts developed in the two courses to present a realistic solution to the problem. You can mention concepts from prior knowledge such as accounting, microeconomics and management to complement your presentation but it must be relevant to the business problem. You will be required to communicate and collaborate with designated group members (maximum of 5 students per group) and prepare and present a poster presentation.

Note: The three-hour time frame should be structured as follows: preparation 2.5 hours, presentation 15 minutes, Q&A 5 minutes, clean up and get ready for the next group 10 minutes.

#### Rationale

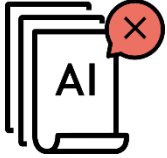
The Challenge Week activity provides a unique opportunity for you to work across different courses to synthesise your collective knowledge and apply that to a real-world problem. You will demonstrate essential skills relevant to your career including critical thinking, teamwork, communication and problem-solving skills.

#### Supporting Information:

Your group will be organised in the weeks leading up to the Challenge Week and your group will be

allocated a real company at the start of the Challenge Week. Refer to the marking rubric below to determine how you will be assessed.

**Artificial Intelligence Category 1: AI cannot be used**



For this category, you need to show basic skills such as speaking, listening, working and collaborating in groups, and demonstrate the embodiment of learning, which is beyond the capability of AI. For example, you might discuss your understanding of how the legislative framework or macroeconomic factors such as changing interest rates affects a company. You will also need to be able to think on your feet and answer questions at the conclusion of your presentation.

In this category, you cannot use AI tools at all. All answers to questions are contained in the weekly course work leading up to the Challenge Week.

Your teacher will further explain why this category is important.

## Assessment 3 Marking Rubric

Criteria	Weighting	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
<b>Presentation, Engagement and Q&amp;A</b>	30%	<p>The presentation is exceptionally engaging, well-organised, and clearly presented, maintaining viewer interest throughout both parts. Demonstrates excellent use of hand gestures, body language, variation of tone, and eye contact to enhance communication and engagement.</p> <p>Responses to the Q&amp;A are exceptional and the group demonstrate comprehensive understanding of course content.</p>	<p>The presentation is highly engaging, well-organised, and clearly presented, with effective use of hand gestures, body language, variation of tone, and eye contact.</p> <p>Responses to the Q&amp;A are clear and on point, and the group demonstrate excellent understanding of course content.</p>	<p>The presentation is engaging, reasonably well-organised, and clearly presented, with some effective use of hand gestures, body language, variation of tone, and eye contact.</p> <p>Responses to the Q&amp;A are good with minor points missed and the group demonstrate good understanding of course content.</p>	<p>The presentation is somewhat engaging and adequately organised, with basic use of hand gestures, body language, variation of tone, and eye contact. Creative elements may be minimal or absent.</p> <p>Responses to the Q&amp;A are acceptable with major points missing and the group demonstrate reasonable understanding of course content.</p>	<p>The presentation is unengaging, poorly organised, and lacks clarity, with little to no use of hand gestures, body language, variation of tone, or eye contact.</p> <p>The presentation significantly exceeds or significantly falls short of the 20-minute time limit.</p> <p>Responses to the Q&amp;A are vague and unclear and the group demonstrate poor understanding of course content.</p>
<b>Understanding of Course Concepts</b>	25%	<p>Demonstrates an outstanding and comprehensive understanding of the business structure and the Australian legal system, including the doctrine of precedent.</p> <p>Provides exceptionally clear and well-explained solutions to the business problem with detailed legal implications.</p>	<p>Demonstrates a superior understanding of the business structure and the Australian legal system.</p> <p>Provides well-reasoned solutions to the business problem, with a strong explanation of legal implications.</p>	<p>Demonstrates a good understanding of the business structure and the Australian legal system.</p> <p>Provides solid solutions to the business problem with basic legal implications.</p>	<p>Demonstrates an acceptable understanding of the business structure and the Australian legal system.</p> <p>Provides basic solutions to the business problem with limited explanation of legal implications.</p>	<p>Demonstrates an unsatisfactory understanding of the business structure and/or the Australian legal system.</p> <p>Provides vague and/or unclear solutions to the business problem with no/limited/vague explanation of legal implications.</p>

## Business Environments Course Outline

<b>Application and Analysis</b>	25%	<p>Effectively applies relevant theoretical concepts, legal principles, and macroeconomics concepts to the business problem with exceptional depth.</p> <p>Provides an outstanding, well-reasoned analysis that thoroughly aligns the recommended business structure with Client's goals.</p> <p>Analyses the legal dispute with superior clarity, applying relevant principles and precedents in a highly insightful manner.</p>	<p>Applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with a high degree of effectiveness.</p> <p>Provides a strong, well-reasoned analysis that aligns the recommended business structure with Client's goals.</p> <p>Analyses the legal dispute clearly, applying relevant principles and precedents effectively.</p>	<p>Applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with reasonable effectiveness.</p> <p>Provides a solid analysis that somewhat aligns the recommended business structure with Client's goals.</p> <p>Analyses the legal dispute adequately, applying some relevant principles and precedents.</p>	<p>Applies relevant theoretical concepts, legal principles, and case precedents to Client's scenario with minimal effectiveness.</p> <p>Provides a basic analysis that partially aligns the recommended business structure with Client's goals.</p> <p>Analyses the legal dispute with limited application of relevant principles and precedents.</p>	<p>Fails to apply relevant theoretical concepts, legal principles, and case precedents to Client's scenario.</p> <p>Provides an unclear or incorrect analysis with little to no alignment between the recommended business structure and Client's goals.</p> <p>Fails to analyse the legal dispute, with incorrect or missing application of relevant principles and precedents.</p>
<b>Structure and teamwork</b>	20%	<p>Exhibits an outstanding, logical structure throughout both parts, with clear, well-organised introduction, body, and conclusion.</p> <p>Demonstrates excellent use of the IPAC method, enhancing clarity and flow.</p>	<p>Exhibits a superior, logical structure with a clear introduction, body, and conclusion in both parts.</p> <p>Demonstrates strong use of the IPAC method, contributing to the clarity and organisation of the presentation.</p>	<p>Exhibits a good, logical structure with a clear introduction, body, and conclusion in both parts.</p> <p>Adequate use of the IPAC method, though some areas could be more organised.</p>	<p>Exhibits an acceptable structure with a basic introduction, body, and conclusion in both parts.</p> <p>Minimal use of the IPAC method, resulting in some organisational issues.</p>	<p>Lacks a clear structure, with an unclear or missing introduction, body, or conclusion.</p> <p>Poor or incorrect use of the IPAC method, leading to significant organisational issues.</p>

## Assessment 4

### Legal Problem Solving – Contract Law (Individual)

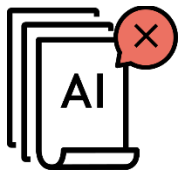
#### Course Learning Outcomes

- **CLO1:** Describe and discuss the diverse environments within which business operates.
- **CLO2:** Identify and analyse legal issues arising from situations in business contexts.
- **CLO4:** Resolve problems by applying the relevant principles or theories, evaluating the possible solutions and developing logical and coherent arguments to support conclusions

**Task length:** 1000 words (+/- 10%).

**Due Date and Time:** 4pm Friday, Week 8 (Turnitin).

**AI Category 1:** AI tools cannot be used.



#### Task Description

For this assessment you will provide written advice in response to a legal problem. The legal problem will focus on contract law. You will be required to answer different questions to show your understanding of legal issues, legal principles and case precedents.

In Week 6 (9 a.m. Friday), you will receive access to the questions and instructions for this assessment via Moodle.

You will cover two (2) units to help you with this assignment, units 4 and 5.

#### Rationale

This assessment is designed to help you identify issues and draw conclusions to a legal problem. You will have the opportunity to discuss diverse environments in which a business operates, analyse legal issues arising from a business context and apply relevant principles or theories to resolve problems.

#### Supporting Information:

For this assessment, you must follow the guidelines below.

#### Artificial Intelligence Category 1: AI tools cannot be used.

For this category, you need to show basic skills like remembering, understanding, and using your knowledge, which are essential for future studies and work. For example, you might need to remember and use a formula to solve a math question during a final exam or explain why a business solution is important to your colleagues.

In this category, you cannot use AI tools at all. This includes in-person exams, class tests, oral exams,

some labs and practicals, and discussion-based assessments.

## Assessment 4 Marking Rubric

Criteria	Weighting	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
<b>Issue Identification and Conclusion</b>	10%	Clearly identifies all relevant legal issues and reaches a well-reasoned conclusion that directly addresses each issue.	Identifies most relevant legal issues and reaches a logical conclusion that addresses the main issues.	Identifies some relevant legal issues and reaches a conclusion that generally addresses the issues identified.	Identifies basic legal issues but may miss key points; the conclusion may only partially address the issues.	Fails to identify relevant legal issues or reach a conclusion that adequately addresses the issues.
<b>Identification and Understanding of Relevant Legal Principles (Including Case Precedents)</b>	30%	Demonstrates a deep understanding of all relevant legal principles and case precedents, accurately identifying and explaining them.  The legal principles are clearly articulated and well-integrated into the analysis.	Shows a strong understanding of relevant legal principles and case precedents, with minor gaps or misunderstandings.  The principles are generally well-integrated into the analysis.	Demonstrates a reasonable understanding of the relevant legal principles and case precedents, though some key principles may be misunderstood or overlooked.  Integration into the analysis is adequate but could be stronger.	Shows a basic understanding of relevant legal principles, but with significant gaps or errors. Case precedents may be misapplied or not fully understood.  Integration into the analysis is weak.	Fails to demonstrate an understanding of relevant legal principles or case precedents.  The principles are incorrect or not applied to the scenario.
<b>Application of Legal Principles</b>	45%	Applies legal principles and case precedents accurately and comprehensively to the facts of the scenario.  Demonstrates insightful analysis with	Applies legal principles and case precedents effectively, with minor errors or gaps in analysis.  Arguments are generally well-supported.	Applies legal principles and case precedents, but with noticeable errors or omissions in the analysis.  Arguments are	Applies legal principles and case precedents with significant errors or omissions.  Arguments are weakly supported.	Fails to apply legal principles and case precedents correctly or does so in a superficial or incorrect manner.  Arguments are poorly



## Business Environments Course Outline

Criteria	Weighting	High Distinction (85-100)	Distinction (75-84)	Credit (65-74)	Pass (50-64)	Fail (0-49)
		strong, well-supported arguments.		somewhat supported.		supported or not supported at all.
<b>Structure and Clarity of Arguments</b>	15%	<p>The response is exceptionally well-organised, with a logical flow of ideas.</p> <p>The arguments are clear, concise, and compelling throughout, with each point building on the previous one to create a cohesive whole.</p>	<p>The response is well-organised, with a clear and logical flow.</p> <p>The arguments are generally clear and concise, though there may be minor lapses in clarity or organisation.</p>	<p>The response is reasonably organised, though some ideas may lack clear connection.</p> <p>The arguments are somewhat clear but may be disjointed in places, leading to occasional confusion.</p>	<p>The response is poorly organised, with a confusing or illogical flow of ideas.</p> <p>The arguments are unclear or difficult to follow, and the overall structure may be weak.</p>	<p>The response is disorganised and lacks coherence.</p> <p>The arguments are unclear, and the ideas do not connect logically, making the response difficult to understand.</p>

## Assessment 5

### Final Examination

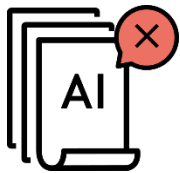
#### Course Learning Outcomes

- **CL01:** Describe and discuss the diverse environments within which business operates.
- **CL02:** Identify and analyse legal issues arising from situations in business contexts.
- **CL03:** Identify and analyse ethical and sustainability issues that arise in the business environment.
- **CL04:** Resolve problems by applying the relevant principles or theories, evaluating the possible solutions and developing logical and coherent arguments to support conclusions.

**Task length:** Two (2) hours.

**Due Date and Time:** Exam Period: Please refer to your final examinations timetable.

**AI Category 1:** AI tools cannot be used.



#### Task Description:

Your final examination will include multiple-choice questions, short answer and extended response questions.

To help you prepare for this examination, you will receive practice exam questions. Practice questions will be discussed in class.

The units that will be covered in your final examination include units 6 to 11.

#### Rationale

This assessment will require you to demonstrate your knowledge and understanding of Tort of Negligence, Negligent Misstatement, Consumer protection Law and the sustainability environment for business.

#### Supporting Information

For this assessment, you must follow the guidelines below

#### Preparing Effectively for Examinations

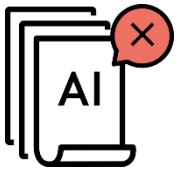
To prepare effectively for the examination, here's what you should do:

- **Review the course material:** Go over your lecture slides, readings and notes, and any provided resources to ensure you have a solid understanding of the course materials. Focus on areas that you find challenging.
- **Practice:** Use the practice examination/s provided to get familiar with the format and question

types. Time yourself to simulate examination conditions and assess your performance.

- **Create a study schedule:** Plan your study sessions in advance, breaking down the material into manageable sections. Allocate more time to topics you find difficult.
- **Active recall and testing:** Test yourself on key course concepts without looking at your notes. This helps reinforce your memory and highlights areas that need more attention.
- **Join study groups:** Collaborate with classmates to discuss difficult topics. Teaching others can also reinforce your own understanding.
- **Rest and stay healthy:** Ensure you get enough sleep, eat well, and take breaks during your study sessions. A healthy mind and body contribute to better focus and performance.
- **Ask for help:** If you're stuck on a particular topic, don't hesitate to reach out to your lecturer or tutor or go to a scheduled consultation for clarification.

#### Artificial Intelligence Category 1: AI tools cannot be used



For this category, you need to show basic skills like remembering, understanding, and using your knowledge, which are essential for future studies and work. For example, you might need to remember and use a formula to solve a math question during a final exam or explain why a business solution is important to your colleagues.

In this category, you cannot use AI tools at all. This includes in-person exams, class tests, oral exams, some labs and practicals, and discussion-based assessments.