

MNGT5589 Strategic Consulting Projects

Full-time

Assessment Details for Session 3 2024

Assessment Summary

Assessment	Task	Weight	Length	Due Date	Individual / Group
Assessment 1	Project proposal	15%	30 minutes (20-minute presentation plus 10 minutes of Q&A)	Friday of Week 3 by 3pm Sydney time	Group
Assessment 2	Final presentation	15%	40 minutes (30-minute presentation plus 10 minutes of Q&A)	Friday of Week 11 by 3pm Sydney time at the latest, with the specific time to be agreed with the Supervisor	Group
Assessment 3	Final report	60%	There is no prescribed length	Friday of Week 12 by 3pm Sydney time	Individual
Assessment 4	Reflections	10%	Maximum of 600 words total (two Reflections, each of 250-300 words)	Reflection 1 due Friday of Week 3 by 3pm Sydney time Reflection 2 due Friday of Week 12 by 3pm Sydney time	Individual

Assessment 1

Task Name:	Project proposal
Due Date:	Friday of Week 3 by 3pm Sydney time
Weighting:	15%
Individual/Group:	Group
Length:	30 minutes (20-minute presentation plus 10 minutes of Q&A)
Format:	Face-to-face presentation or via video
Short Extension:	Not available

Assessed Course Learning Outcomes:

- CLO1 Identify, evaluate and review information and knowledge relevant to the project.
- CLO3 Demonstrate capacity for independent critical enquiry.
- CLO4 Identify a strategic problem or issue, relevant questions and purpose of task for critical analysis, shape the scope of work and activities to efficiently develop recommendations.
- CLO7 Combine information and communication skills to effectively address a specific audience and purpose.
- CLO8 Apply language, visual representations, and/or digital media to effectively and accurately interpret and convey qualitative and quantitative information in a formal presentation and a report.
- CLO9 Interact and work as a high performing team with other students in exploring specific topics, delivering the scope and building recommendations during class work.
- CLO12 Demonstrate awareness of the global business environment.

Purpose

The Project Proposal serves as a fundamental exercise in honing your ability to define and refine project scopes, a pivotal aspect of strategic consulting. By engaging in this process, you not only enhance your problem-solving and communication skills, but also develop the capacity to establish clear project boundaries, thereby ensuring projects remain on course and within designated time frames. Additionally, this assessment fosters skills in negotiating with clients to define project scopes effectively, balancing flexibility with the client's needs while keeping the project on track. These competencies are highly relevant to professional practice, equipping you with the skills needed to effectively manage timelines and deliver impactful solutions in today's dynamic global business landscape.

Details

In this team presentation, you will summarise your project scope to your Facilitator and Facilitator in Charge for feedback and improvement before presenting to your client. This presentation may be recorded for assessment purposes. Please note that no marks may be awarded to any student who does not participate in the proposal presentation, meaning each team member must have a speaking role.

Structure

The Strategic Consulting Project scope proposal must include the following:

- a suggested title for the project
- project background – what is the context: background of industry, firm and challenge project objectives – what will be achieved by the project
- problem to be solved/opportunity to be captured – identify the problem to be solved/opportunity to be captured for the client
- strategic context – how the project fits the client's strategy and solves a key challenge in that strategy – project deliverables: what you will deliver at the end of the project
- likely methodologies, strategic frameworks, tools and techniques to be used in the project research and interviews to be undertaken as part of the project
- project schedule – a timetable for the project
- project boundaries – what specific area the project will focus on.

AGSM Guidelines on Group Work

AGSM has developed these [Guidelines for Collaborating on Group Assessments](#). Please read them carefully and consider following them in working with your group on this assessment.

Generative AI

In this assessment, you are permitted to use generative AI for **assistance with attribution**.

Description of the assistance with attribution permission level:

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

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

Important note: In addition to including full attribution of each and any use of Generative AI tools in your References for each assessment in this course, you must attach a specific Appendix to each assessment that is a log of your inputs to and outputs from any Generative AI tool you use in preparing and finalising it.

Criteria

%	Criterion	Fail	Pass	Credit	Distinction	High Distinction
20	Understanding of the client strategy and situation	No connection between the scope being proposed and the desired client outcomes or a connection to client strategy.	Understand and can articulate the client strategy at a high level as well as the client's issues and challenges - but without any hypothesis.	Have understood and can articulate the client strategy and have an early hypothesis of the client challenge.	Good understanding and articulation of the client's strategy and situation with a good hypothesis around the client challenge.	Detailed understanding of the client strategy and clear articulation of the client situation with a considered hypothesis of the client challenge.
20	Understanding of the scope of the project	Does not demonstrate an understanding of the scope or of the analysis required.	Scope has been explained but the workplan is at a high level and has not been fully thought through.	Scope is articulate but questions remain as to whether the project is achievable in the available timeframe.	A good scope that explains what the team will do and the process the team will go through.	Excellent scope with clear explanation of what the team will do in the available time frame.
20	Depth of analysis to solve the problem	Does not demonstrate an understanding of the work required to complete the project.	Demonstrates an understanding of the analysis and research required, but limited to basic analysis with little use of any modelling.	Articulation of the work required to be done in terms of the research the team will do and the analysis they will perform with the use of basic models.	Good articulation of the work required to be done and some use of models to help.	Excellent understanding of the research and analysis required with the use of appropriate models to help any analysis.
20	Clear timeline and tasks for solving the problem	No timeline or understanding of who will do what by when.	Basic project plan but limited understanding of the work required.	Good project plan with activities broken down and allocated.	Project plan that clearly shows all key activities, workloads and interdependencies.	Fully defensible timeline that shows key activities and explains the division of labour.
20	Presentation impact, content and style	The presentation was not of a high standard and would not be appropriate to share with a client.	Presentation had structure and told the story but was not fully persuasive in the narrative.	The team presented well and with a thought- through story that was interesting though not necessarily engaging.	Presentation had a very good storyline and was engaging with an excellent structure.	Presentation was very impactful, fully absorbing the audience with a strong storyline; presentation was fluent, flawless, succinct and engaging.

Assessment 2

Task Name:	Final presentation
Due Date:	Friday of Week 11 by 3pm Sydney time at the latest, with the specific time to be agreed with the Supervisor
Weighting:	15%
Individual/Group:	Group
Length:	40 minutes (30-minute presentation plus 10 minutes of Q&A)
Format:	Face-to-face presentation or via video
Short Extension:	Not available

Assessed Course Learning Outcomes:

- CLO1 Identify, evaluate and review information and knowledge relevant to the project.
- CLO2 Synthesise facts and develop well-reasoned, appropriate recommendations or solutions, demonstrate a level of flexibility/agility and adjust your work to new knowledge and understanding around the client and the client problem.
- CLO3 Demonstrate capacity for independent critical enquiry.
- CLO5 Apply rigorous investigation, analysis, appropriate frameworks, tools, and standards to develop and/or evaluate data and information.
- CLO6 Demonstrate how to manage key client stakeholders and identify key people in the client to interview and gather information.
- CLO7 Combine information and communication skills to effectively address a specific audience and purpose.
- CLO8 Apply language, visual representations, and/or digital media to effectively and accurately interpret and convey qualitative and quantitative information in a formal presentation and a report.
- CLO9 Interact and work as a high performing team with other students in exploring specific topics, delivering the scope and building recommendations during class work.
- CLO10 Apply relevant ethical frameworks to support outcomes and recommendations.
- CLO11 Evaluate business decisions/practice in light of economic, social and environmental sustainability.
- CLO12 Demonstrate awareness of the global business environment.
- CLO13 Demonstrate awareness of the cultural environment and articulate cultural norms, beliefs and values.

Purpose

The final presentation is a team presentation to the client and represents a critical milestone in delivering tangible value during a strategic consulting engagement. This assessment offers you a valuable opportunity to demonstrate your capacity to synthesise complex information, formulate strategic recommendations, and communicate them persuasively. Moreover, the process of preparing for and delivering the final presentation fosters the development of essential presentation skills and cultivates thought-leadership capabilities. These skills are integral to your future career in strategic consulting, empowering you to effectively convey insights, influence stakeholders, and drive impactful outcomes in complex business environments.

Details

Your team will make a final presentation to your facilitator and the client that covers your work over the term and makes a strong and compelling recommendation to the client offering real value. This project follows a consultancy model and while supporting information, research, and other efforts play a key role, it is the presentation to the client that is often the deciding factor in the real world. Consider this presentation to be your guiding light in your project and a key performance indicator.

Structure

The team will develop a 30-minute presentation and be prepared for a 10-minute Q&A session (total of 40 minutes).

Your presentation must summarise your analysis and recommendations, and will be delivered to:

- (a) your Facilitator and Facilitator in Charge in Week 11.
- (b) your client in Week 12. This second presentation is not part of this assessment, but as the company has been kind enough to share resources and engage with us over the term, you are expected to put in the same level of effort and professionalism as in Step (a) above.

The development of your team's presentation will demand concentrated effort across the term. You will save time if you follow these guidelines and liaise regularly with your Facilitator.

The presentation flow must follow the Minto Pyramid approach specifying the Situation, Complication, key Question to be answered, and the Answer (Recommendations). The Recommendations must be supported by facts and information.

The presentation will also clearly state the benefits of any recommendations or solutions. The use of visual aids is encouraged to help communicate facts, information, analysis and your team's reasoning. You will receive specific advice on the use of visual aids and of presentation techniques during the course.

Your Facilitator will provide feedback on the Week 11 presentation to enable you to improve it for delivery to the client in Week 12. It is expected you will present to the client coordinated by the Facilitator some time in Week 12, though it will depend on their availability.

Please note no marks may be awarded to any student who does not take an active role in speaking during your presentation.

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Criteria

%	Criterion	Fail	Pass	Credit	Distinction	High Distinction
25	The presentation clearly articulates a specific recommendation (or recommendations) for action	No real recommendations for the client with little or no justification or use of models.	Recommendations made but without a lot of supporting facts, evidence and models. A program to implement exists but questions as to practicality exist.	Good recommendations that demonstrated impact on client's business, but lacking in a full suite of evidence. Implementation program exists but is limited.	Well thought-through recommendations backed up by very good analysis and use of models. Implementable solutions with very good program proposed for implementation.	Insightful and strategic recommendations that are well articulated, appropriate to the client and that are strategic and implementable. Exceptional use of models and frameworks that the client can implement.
25	The presentation is analytical and supported by evidence	Very limited analysis with no real understanding of the facts and information gathered, that resulted in recommendations being made without any substantiation.	Data and information were collected and were analysed, but no real insight was delivered.	Good collection of raw data and information, good synthesis of the facts and developed arguments as to the recommendations.	Excellent use of data and research that substantiated the recommendations and had a strong analysis.	Very rigorous analysis based on extensive research and data that very powerfully supported the proposed recommendations. Very clear connection between facts and recommendations.
25	Presentation delivered in a manner designed to persuade	Weak analysis that did not defend the conclusions proposed, with no effective storyline.	The story was there, but was not powerful, though had some data to support it.	Good story with adequate reasoning that was fluently told.	An effective story line that was convincing and had impact.	All analysis strongly supported the very effective story that persuaded the client of the recommendations and action to follow.
25	Presentation is presented professionally	Poor use of visual aids, error prone delivery, inaccurate data with poor structure and a presentation that was inarticulate.	Presentation was adequate though had some challenges with flow. Was not fully engaging and could have been delivered with more impact.	Good professional presentation that told the story but was missing impact and strategic insight.	Great structure with a good storyline and great visuals, that was engaging and generally persuasive.	Exemplary structure and articulate delivery using high-quality visual aids to clearly explain information. Very engaging delivery that effectively persuaded.

Assessment 3

Task Name:	Final report
Due Date:	Friday of Week 12 by 3pm Sydney time
Weighting:	60%
Individual/Group:	Individual
Length:	There is no prescribed length
Format:	Report
Short Extension:	Not available

Assessed Course Learning Outcomes:

- CLO1 Identify, evaluate and review information and knowledge relevant to the project.
- CLO2 Synthesise facts and develop well-reasoned, appropriate recommendations or solutions, demonstrate a level of flexibility/agility and adjust your work to new knowledge and understanding around the client and the client problem.
- CLO3 Demonstrate capacity for independent critical enquiry.
- CLO5 Apply rigorous investigation, analysis, appropriate frameworks, tools, and standards to develop and/or evaluate data and information.
- CLO6 Demonstrate how to manage key client stakeholders and identify key people in the client to interview and gather information.
- CLO7 Combine information and communication skills to effectively address a specific audience and purpose.
- CLO8 Apply language, visual representations, and/or digital media to effectively and accurately interpret and convey qualitative and quantitative information in a formal presentation and a report.
- CLO9 Interact and work as a high performing team with other students in exploring specific topics, delivering the scope and building recommendations during class work.
- CLO10 Apply relevant ethical frameworks to support outcomes and recommendations.
- CLO11 Evaluate business decisions/practice in light of economic, social and environmental sustainability.
- CLO12 Demonstrate awareness of the global business environment.
- CLO13 Demonstrate awareness of the cultural environment and articulate cultural norms, beliefs and values.

Purpose

The final report is a comprehensive exercise that synthesises the entire strategic consulting process, reflecting real-world professional practice. This task is crucial for you to demonstrate your ability to conduct thorough research, develop well-supported recommendations, and communicate these effectively in a report format (generally a PowerPoint report unless indicated otherwise by the client). This report not only assesses individual contributions to teamwork and client outcomes; it also reinforces the importance of ethical, well-referenced, and critically evaluated work in a strategic consulting project.

Details

The final report will be a team report (assessed individually) and will be based on your presentations, with appendices providing the data behind your research, your interview notes, any analysis you have undertaken, and any other material to support your recommendations.

Note the Assessment Criteria includes a substantial component for the contribution of the individual to teamwork and a successful client outcome. This will be continuously assessed by your Facilitator over the term through regular catchups.

Structure

The final report must include the following:

- Final presentation as delivered to the client.
- Appendices that provide the project scope, the data behind your research, your interview notes, any strategic frameworks and models developed during the project, and any other material used to facilitate the conclusions/recommendations presented in the final presentation.

The specific requirements, structure, and key elements in the report will be dependent on the client's needs and will be communicated to you early in the term. Overall, the report itself will be your and your team's responsibility and it must be professional, appropriate, and concise while thorough – considering there is no prescribed length.

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Criteria

%	Criterion	Fail	Pass	Credit	Distinction	High Distinction
10	Relevant data, evidence and research	Data and evidence gathered is not relevant to the problem.	Some key relevant research but not fully extensive in solving the problem.	Good evidence of research specific to the problem but could have gone further.	Excellent gathering of data and evidence to support the problem adequately covered in the report.	Demonstrates a sophisticated approach to gathering evidence indicating a breadth of understanding.
10	Application of best practices models, concepts and frameworks	Limited if any use of any models or frameworks.	Some use of models and frameworks but limited in their application by the client.	Models and frameworks have been well used and could be of use to the client.	Models and frameworks are useful and insightful and are well explained.	Clearly and accurately uses and explains models and frameworks that are insightful and valued highly by the client.
20	Development of insights and solutions	No new thinking has been applied to solving the client problem.	Limited use of creative and innovative thinking to develop solutions.	Some use of innovative thinking to help frame the client solution.	Good use of developing insights and solutions based on creative thinking that helps deliver value to the client solution.	Highly effective and well thought-through insights and solutions that demonstrate excellent innovative thinking that delivers value to the client.
20	The extent to which the report is a professional document	A report full of errors that does not tell the story of the project, nor is it a lasting testament of the work done.	A report that gives the client all the facts behind the recommendations, but is not necessarily well framed or delivered.	A good report that is stand-alone and that does give the client all the relevant data behind the recommendations.	An excellent report that communicates effectively and that will resonate with the target client audience.	An outstanding report that is professional in its presentation and delivers real client solutions that the client values.
20	The contribution of the individual to teamwork	Active Participation: The individual has not actively participated in team activities, nor have they contributed to client, facilitator, or student team meetings. Professional Characteristics: They failed to come prepared for meetings, did not provide agendas, prepared slides, or follow up with action items. There is no evidence of effort to contribute to team tasks or support team members.	Active Participation: The individual has attended all client, facilitator, and student meetings but contributed minimally, often without fully engaging with the content or discussions. Professional Characteristics: They often came unprepared, without an agenda or prepared slides, and did not consistently prepare summaries of action items. Their involvement was sufficient but lacked consistent	Active Participation: The individual made a good contribution to the team by fulfilling their assigned tasks and responsibilities, and participating in discussions during all relevant meetings. Professional Characteristics: They came prepared for most meetings with their own agenda and sometimes prepared slides, but did not consistently provide these 24 hours ahead of time or follow up with summaries of action items.	Active Participation: The individual actively engaged in all team meetings, contributing thoughtfully to discussions and ensuring their input positively impacted the team's work and client engagement. Professional Characteristics: They consistently came prepared for all client, facilitator, and student team meetings, with their own agenda and prepared slides for their contributions. They provided agendas 24 hours in advance	Active Participation: The individual demonstrated real leadership by fully engaging in all team discussions, driving the project forward, and ensuring the team's work was aligned with client expectations. Professional Characteristics: They consistently came prepared for all client, facilitator, and student meetings, with a well-prepared personal agenda and slides for their contributions, shared 24 hours in advance, along with clear

%	Criterion	Fail	Pass	Credit	Distinction	High Distinction
		The individual has missed key meetings and deadlines, hindering team progress.	collaboration, consistent output, professional behaviour, and responsibility. They did not actively foster a positive team environment.	They played a role in delivering the client outcome but did not significantly contribute to team cohesion or building team dynamics. The individual was reliable in completing tasks but did not take initiative in team development or consistently support the team through organised communication.	and summarised action items after each meeting. They took responsibility for team collaboration and positively enhanced team collegiality through organised and thoughtful contributions, including preparing and sharing necessary materials. Their efforts helped create a collaborative and supportive team environment, ensuring all voices were heard and tasks were completed effectively.	summaries of action items after each meeting. Their leadership and initiative were crucial in building a cohesive, high-performing team that enjoyed working together, leading to a successful project outcome. They played a key role in fostering a professional, organised, and positive team environment, ensuring the team was always prepared and aligned on action items, with each member contributing effectively through well-prepared materials and presentations.
20	The contribution of the individual to the successful client outcome	The individual was disengaged with the client, not prepared for client interactions, and as such did not contribute to client satisfaction.	The team worked well together, but there were some instances of friction that were resolved eventually.	Great collaboration within the team that successfully delivered a good client outcome. Any adversities were resolved in a timely manner.	The team started functioning as an effective team early in the project and the client saw the team as very effective.	The client is 'delighted' with the outcome of the project and recognises the whole team as having successfully delivered an outstanding outcome.

Assessment 4

Task Name:	Reflections
Due Date:	Reflection 1 due Friday of Week 3 by 3pm Sydney time Reflection 2 due Friday of Week 12 by 3pm Sydney time
Weighting:	10%
Individual/Group:	Individual
Length:	Maximum of 600 words total (two Reflections, each of 250-300 words)
Short Extension:	Not available

Assessed Course Learning Outcomes:

- CLO3 Demonstrate capacity for independent critical enquiry.
- CLO9 Interact and work as a high performing team with other students in exploring specific topics, delivering the scope and building recommendations during class work.
- CLO12 Demonstrate awareness of the global business environment.
- CLO13 Demonstrate awareness of the cultural environment and articulate cultural norms, beliefs and values.
- CLO14 Demonstrate learning and development of leadership skills after reflection on the project experience.

Purpose

This assessment is a foundation for personal and professional development, providing you with the opportunity to reflect on and articulate your learning experiences within a team dynamic. This task is highly relevant to your future career as it encourages the development of self-awareness and critical-thinking skills, essential for effective leadership and teamwork in diverse business environments. These reflections not only facilitate a deeper understanding of one's role in a team, but also highlight the importance of client-focused strategies, a cornerstone in professional consulting and business advising.

Details

Reflection on past practices is a key component to professional development and is an important method of consolidating your learning. These reflections will focus on your role within your team, team dynamics, and how you can leverage your experiences to improve your performance in the future.

Structure

There are two reflections, each of 250-300 words, outlining what you are learning/have learned about working as a team member and how best to contribute to the team, as well as practical steps to improve your own contribution and resolve any issues with the effectiveness of the team, both currently and into the future.

Please ensure you also reflect on what the team is doing to focus on client success.

The specific format is your responsibility, although as a short written deliverable it need not include many headings or other elements. Aim to effectively communicate while being genuine and authentic in your reflections.

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Criteria

%	Criterion	Fail	Pass	Credit	Distinction	High Distinction
50	Demonstrate reflective practices	Only focuses on own contributions and does not demonstrate reflective practices.	Some articulation of own contribution, with a limited analysis on team dynamics and focus.	Clearly articulates own contribution, with some evaluation of strengths and weaknesses, with some evaluation of team collegiality and effectiveness.	An excellent articulation of own contribution and the effectiveness of the team, with good insights on team dynamics and the focus on client success.	An excellent, reflective, articulate and thoughtful analysis and understanding of the team dynamics, and their role in helping to shape a high-performing team with a 100% focus on delivering exceptional client value.
50	Lessons learned for the future	No real understanding of the learnings from working on the project.	Some expression of the learnings, and some clear ideas for personal development.	A good evaluation of learnings and challenges, with some articulation of the impacts on the individual's own career plan, with good ideas for personal development.	Excellent learnings, with good examples of challenges overcome and with a good road map for continuous development.	Clearly articulates key learnings, with practical and constructive ideas for continuous improvement that will shape the individual as a future key leader.

Assessment preparation and submission

Unless otherwise stipulated in the specific details for each of your assessments, please prepare and submit your assessments in accordance with the following.

Assessment length

What is **included** in the word count?

- Executive Summary (if required)
- All text, tables, figures, diagrams, graphs and charts contained in the body of the report (if required)

What is **excluded** from the word count?

- Reference list or bibliography
- Table of contents (if required)
- Appendices (note: these are for supporting material only and will not be included as part of the grading)

Note: any text that goes beyond the word count will not be read in grading the assessment.

Referencing

Please use Harvard referencing in all your assessments, following this UNSW guidance about [Harvard Referencing - The 'In-text' System](#).

Guidance on how to reference and acknowledge the use of artificial intelligence (AI) tools can be found at <https://www.student.unsw.edu.au/ai-referencing>

To reference AGSM Course Materials:

- In-text citation for course materials in eBook format:
(AGSM 202X, Unit X) or (AGSM 202X, Figure X.Y) or (AGSM 202X, Video X.Y)
- In-text citation for course materials in PDF:
(AGSM 202X, p. xx) or (AGSM 202X, Figure X.Y) or (AGSM 202X, Video X.Y)
- Full Reference:
AGSM 202X, AGSMXXXX [*Name of course*], UNSW Business School, UNSW Sydney, Term X.

Generative AI

Please refer to this resource about '[Ethical and Responsible Use of Artificial Intelligence at UNSW](#)', and follow the clear and helpful guide for your 'Responsible Use of Generative AI Tools' in all of your academic work.

Specific information about the use of Generative AI is included in the details for each assessment item of your course.

If you would like support with your writing, please go to the Feedback Hub section of the UNSW Current Students website to book an appointment. This website is at <https://www.student.unsw.edu.au/feedback-hub>

Assessment format

Students are required to submit assessments in Word, in a format suited to a professional audience, with a Header or Footer containing your name and zID.

Headings

- Heading 1 Font size: 14 point
- Heading 2 Font size: 12 point
- Text style: Bold

Body text

- Font size: 12 point
- Line spacing: Single, with an additional line space between paragraphs
- Text style: Normal

Assessment file name

Please use the following file naming convention for each assessment:

z999999_surname_[XXXX1111]_24TX_AsstX

where:

- z999999 is your student ID
- surname is your family name
- XXXX1111 is the course code
- 24TX is the term name [please add Term number as appropriate]
- AsstX is the Assessment number [please add Assessment number as appropriate]

Assessment submission

1. You must submit your assessments through your online classroom in Moodle. Email submission is not an acceptable submission format at UNSW.
2. Written-assessment submission in Moodle is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to detect plagiarism. You can access Turnitin submission resources under the 'Assessments' section in your online classroom in Moodle. More information can be found at [UNSW Plagiarism & Academic Integrity Toolkit](#)
3. You may submit a draft to Turnitin prior to the submission due date. It may take 24 hours to get a similarity report and so you should allow at least this much time before submitting your final version. Please note that draft assessments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version). If you do have a draft sitting in Turnitin and have an approved Short Extension, please let your Facilitator know because the draft will automatically submit on the original due date rather than on the extended due date.

4. Submission of audio-visual assessments should be completed by uploading the final version of the assessment to a file sharing site (for example, OneDrive, Dropbox, SharePoint, YouTube, etc.) and then sharing a link to the appropriate submission location in your class Moodle page to enable your Facilitator to access and view/download the file.
5. Late submissions will be subject to late penalties of 5% of the assessment weighting per day and will be capped at five days (120 hours) from the assessment deadline. In case of 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 original or extended deadline, a student cannot submit an assessment. If for any reason you are unable to submit a late submission via Turnitin, please contact your Class Facilitator or AGSM Student Experience at once.
6. Extensions to assessment deadlines, including Short Extensions without documentation, may be granted. Information about this can be found at [UNSW Special Consideration](#)
7. 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 will be provided prior to the midpoint of the course.
8. Please keep a copy of your assessment.