ACCT5922
E-Business: Strategy and Processes

Course Outline
Semester 1, 2015

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Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr Patricia (Trish) Strong
Room QUAD3067
Phone No: 9385 6657
Email: t.strong@unsw.edu.au
Consultation Times – Monday 2pm – 4pm (or by appointment)

1.1 Communication between staff and students
Please use moodle to ask all questions relating to course administration, homework, or course content or of a general nature that you think other students will benefit from also knowing the answer. Questions of a personal nature should be sent directly to me.

I am available for two hours a week (Monday from 2pm until 4pm) for consultation which operates on a drop-in basis no appointments are necessary at this time. You are encouraged to seek help with any aspect of the course at this time. If you are having any difficulties with the course, assessment or group work it is a good idea to come and see me early in the course rather than leaving issues until the last minute when such difficulties may reach crisis point.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1(to Week 12): The Time and Location are:

<table>
<thead>
<tr>
<th>LECTURE SERIES</th>
<th>DAY</th>
<th>TIME</th>
<th>THEATRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Monday</td>
<td>18:00 – 21:00</td>
<td>G26</td>
</tr>
</tbody>
</table>

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course is offered by the School of Accounting and may be undertaken as an option in the post-graduate accounting programme. It builds on prior knowledge of Accounting and Management Accounting concepts already familiar to the student.

2.4 Course Aims and Relationship to Other Courses
The course aims to provide the student with an overview of the current developments in this contemporary business world. Such as how businesses use and operate in a global, networked technology enabled platform (the World Wide Web). The rapid implementation of networked technologies worldwide has impacted national economies and transformed large, small organisations and the way the world conducts business.

This course adopts a case-based approach in the flipped-classroom environment to teach students about high performing e-businesses. The classroom learning
experience revolves around student preparation for in-class discussions of strategic, technological, operational and organisational changes required by organisations to remain agile and competitive in a rapidly changing global context. The course introduces students to strategic opportunities and threats resulting from the rapid changes in global networked technologies. The case studies analyse the emergence of new business models, including start-up e-businesses, the transformation of traditional business practices and models for adoption to the e-business environment and the creation of virtual global business opportunities such as off-shoring and out-sourcing functions performed by a range of specialist companies.

In particular this course studies the shift to digitalised core business processes across the value chain including creating and building customer relations; enterprise resource planning; financial and accounting processes, human resource processes; and process improvements through global digitalised supply chain management. The course examines financial opportunities and technologies that reduce costs, improve productivity and efficiency, and transform concepts of speed and flexibility in the business environment.

### 2.5 Student Learning Outcomes

Students graduating from this university enter a highly competitive global labour market that demands value adding professional skills. This course aims to enable students to develop and practice some of these skills including written and oral communication, teamwork and ethical, social, cultural and environmental awareness of business impacts. This is in addition to developing specific discipline knowledge, critical thinking and problem solving skills in an e-business environment.

By the end of this course students should be able to identify and explain potential e-business opportunities that most businesses can capitalise on. Student will also have insights into how the e-business market operates and students will be able to identify the contribution and value-added skills they are able to offer a prospective employer.

The course structure provides an analysis of the issues involved in building on-line businesses and transforming traditional bricks and mortar companies into e-business enterprises, and learning about how the digitalisation of core company processes can improve efficiency and company performance. Students will develop their knowledge, analysis and problem-solving skills to identify and address issues involved in key e-business decision-making processes. Possible future areas our Business School graduates may be involved in and contribute to include the following:

1. The challenges confronting companies, as they strive to build an e-business.
2. The challenge of managing standardised, global processes and implementing enterprise resource planning technologies that enable information based decision-making based around a set of key performance indicators.
3. Customer relationship management including the identification of key issues; finding solutions; building revenue and market share and identifying opportunities and threats presented by implementing appropriate networked technologies.
4. Supply chain management and the role of networked technologies to enable the building of value networks/virtual organisations and competitive advantage. This will involve identifying operational, technological and managerial capabilities within the relationship to enable the control of costs and provide timely and quality solutions.
The following table presents the generic Business School Post-graduate Program Learning Goals and Outcomes, followed by the specific learning goals applicable to this course.

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

### Business Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**

   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. **Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**

   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication: Our graduates will be effective communicators in professional contexts.**

   You should be able to:
   - a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   - b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork: Our graduates will be effective team participants.**

   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**

   You should be able to:
   - a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   - b. Consider social and cultural implications of business and/or management practice.

The following table shows how ACCT5922 Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed, Assessment includes on-going in-class seminar activities.
<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business School post-</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>graduate students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>• Comprehend commonly used terminologies in the e-business environment.</td>
<td>• In-class and homework problems</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate a working knowledge of the tools used in e-commerce.</td>
<td>• Written Report</td>
</tr>
<tr>
<td></td>
<td>• Develop a business plan and present a group e-business proposal.</td>
<td>• Participation in-class discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>• Critique and evaluate various e-business opportunities and challenges.</td>
<td>• In-class and homework problems</td>
</tr>
<tr>
<td></td>
<td>• Develop critical analysis and evaluation skills and apply to the various case-based</td>
<td>• Written Report and Group presentation</td>
</tr>
<tr>
<td></td>
<td>studies.</td>
<td>• Participation in-class discussions</td>
</tr>
<tr>
<td></td>
<td>• Develop the skills to learn autonomously and to assume responsibility for self-directed</td>
<td>• Final Exam</td>
</tr>
<tr>
<td></td>
<td>learning process.</td>
<td></td>
</tr>
<tr>
<td>3a Written communication</td>
<td>• Articulately construct an argument clearly and succinctly in writing based on course</td>
<td>• Group Report</td>
</tr>
<tr>
<td></td>
<td>content, class discussion; further readings and your own research.</td>
<td>• Homework and in-class case studies</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>• Develop a business plan and present a group e-business proposal.</td>
<td>• Part of tutorial participation mark</td>
</tr>
<tr>
<td></td>
<td>• Be able to articulately present a constructive argument orally in class by</td>
<td>• Contribution to and lead in class discussions</td>
</tr>
<tr>
<td></td>
<td>communicating ideas in a succinct and clear manner.</td>
<td>• Group presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>• Work collaboratively to complete a group assignment and contribute to the in-class</td>
<td>• In-class group discussions and presentations</td>
</tr>
<tr>
<td></td>
<td>group tasks.</td>
<td></td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>• Develop a socially responsible and sustainable e-business business plan for a new</td>
<td>• In class discussion of homework problems</td>
</tr>
<tr>
<td></td>
<td>e-business idea</td>
<td>• Business proposal Report</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>• Not specifically addressed in this course</td>
<td>• Included in course content.</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

An important note!

A lack of preparation will diminish the effectiveness of the seminar for you and every other student. Therefore you have a responsibility to all other students and the lecturer to prepare for each class.

3.1 Approach to Learning and Teaching in the Course

This course is designed around student-centric learning where students must undertake pre-seminar preparation each week which includes:

1. Pre-reading and preparing case studies
2. Completion of the homework task each week before class and bringing a hardcopy to class to give to the lecturer and form the basis of class discussion.
3. Reviewing on-line podcast mini lectures before class each week.

The objectives of the three hour seminars are to develop your knowledge and analysis of the topics covered each week in this course. Critical thinking and problem solving skills including the capability to develop an enquiring mind and the capacity to undertake proactive independent study but contribute to small group and entire class discussions. Your skills will be developed through the interactive learning approach adopted in this course.

You are encouraged to focus on self-directed search for knowledge. Seminars, readings, assessment structure and other resources have been developed to enable proactive student learning. You are therefore required to attend all seminars, undertake the required pre-seminar work especially the case studies in order to prepare for each seminar and build an appreciation of the concepts introduced each week. Of course you can choose how much effort you are willing to undertake to prepare for each seminar. But I do strongly recommend you complete the following tasks thoroughly:

- preparing for seminars – complete all pre-reading and assigned case studies
- complete assignments and homework exercises
- fully engage and participate in in-class discussion and teamwork
- seeking assistance or extra work to extend and clarify understanding
- study for the final exam

The course is structured in such a way to enable students to adopt a flexible but directed learning approach, bearing in mind that the effort applied in study preparation is usually reflected in the student’s final assessment mark. Each week discussion questions, homework exercises (to be submitted on-line and a hardcopy brought to class to discuss with peers and give to the LIC) and case studies for in-class group discussion will be drawn from the course textbook to guide the learning process. The course is designed to provide students with the opportunity to explore the multifaceted nature of business, and to develop a business plan for a new e-business venture. Students are exposed to a range of case studies which explore different dimensions of e-business and how it differs from traditional forms of businesses.
3.2 Learning Activities and Teaching Strategies

The course is run as a three hour seminar style utilising case study methods and practical exercises to enable students to simulate involvement in business decision making processes and other critical organisational and operational issues involved in implementing new technologies. The textbook and supplementary readings complement the case studies and provide a conceptual framework to help students structure their analysis.

4 ASSESSMENT

4.1 Formal Requirements

All assessment tasks are considered compulsory. Failure to complete an assessment task may result in students being refused permission to sit the final examination, and are likely to result in an “Unsatisfactory Fail” (UF) grade being awarded for this course.

To be eligible for a passing grade in this course, students must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt at all assessment tasks or submit appropriate documentation relating to the failure to complete a task to the Lecturer-in-Charge (see below).

AND

- Attend at least 80% of the seminars
- To pass this course the study must achieve a satisfactory level of performance in the final exam. This usually means a minimum mark of 50% in the final exam.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Submission of 10 homework tasks</td>
<td>5%</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Teamwork Reflection</td>
<td>5%</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Group Task: Written Report, and Oral presentation</td>
<td>30%</td>
<td>10 page report &amp; 15 minute presentation</td>
<td>Due week 10 Date 11th May 2015</td>
</tr>
<tr>
<td>Final Exam: short answer questions</td>
<td>50%</td>
<td>2 hours</td>
<td>In Semester - Week 12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

4.3 Assessment Format

Class Participation:
Preparation, participation and engaging in the active learning process are **important assessment components of this course**. Therefore students must undertake the pre-seminar work which includes reviewing the lecture podcasts, pre-read the assigned case study and any additional readings. To earn a mark for
participation students are required to engage in and contribute meaningful responses to both teamwork and entire class discussions each week. The marks allocated are comprised from two key activities:

(i) One based on the students own pre-class preparation and their discussion of homework answers with peers in the seminar. Each week a few students will be selected to share their work with the entire class. This sharing process will have an impact on the marks allocation for class participation.

(ii) The second dimension is based on the students' actual contribution and participation in seminar discussions. This mark focuses on the students’ individual engagement in the seminars. At random students will be expected to lead seminar discussions or provide impromptu presentations based on their prior reading, homework, case studies and real-time research activities.

Weekly submission of homework:
Each week review questions (RQ) have been selected from the textbook for self-study. In addition to the self-study questions students are required to complete 1 or 2 key exercises to be submitted to the lecturer (via moodle online assessment tool) and bring a hardcopy of the task to class to give to the LIC as evidence of engaging in the learning process. The weekly homework online submission must be submitted before the beginning of the following week’s seminar. For example, week 1 seminar topic is based on chapters 1 & 2 from the textbook. Students are expected to pre-read the Amazon Case Study (chapter 1) prior to the lecture. However students are required to submit Exercises 2 and 3 after they have attended the 1st week’s lecture but before the beginning of the following class i.e. before 6pm Monday 9th March 2015.

This will continue throughout the semester, there are 10 weekly submissions to upload online and hardcopies brought to class and given to the LIC. The total marks allocation for this task with be 5% of the total marks for the course. Be aware the LIC will randomly select a small number of students to present their answers in class.

Group task:
Students will be allocated into groups of 5 students to undertake a group task comprised of a 10 page business report plan and a 15 minute proposal presentation. The presentation is worth 10% and the report 20% of the overall assessment task, totalling 30% of your overall assessment marks. All group members must contribute to the written report and perform in the oral presentation. Group members will be asked to peer review their group members, this may have an effect on the marks allocated to individual members of the group. The specific case study and marking criteria will be distributed in lecture 1. A preliminary report must be provided to the LIC by week 6 and the final report and presentation is due in-class week 10, (11th May 2015).

Teamwork mark:
5% of the marks allocated for this course will be based on how the individual student performs in group tasks, both in-class and the formal group assessment task. Students will have an opportunity to reflect on their own contribution to the group and also the contribution of their peers. We will provide training and a group assessment tool to help you perform this task effectively.

Final Exam:
It is planned that a two hour final exam will be held in the last week of the semester, during normal class time. If this scheduled exam poses a problem for any student, this should be raised with the LIC in the first seminar in week 1. The exam is worth 50% of the overall course assessment. Further information and topics for revision will be
discussed through-out the semester and a list of revision topics provided before the end of the course.

4.4 Assignment Submission Procedure
The formal group report will be a word processed document, following the recommended report structure outlined in the selection criteria (distributed week 1). All students in the group must sign an authenticity statement (wording to be provided), to confirm the originality of their work and their contribution to the task. Students should also keep a copy of all work submitted for assessment and retain their returned marked assignments.

4.5 Late Submission
Late submission of assignments will not be accepted except in extraordinary circumstances. The LIC must be advised immediately of any extraordinary events. The LIC will assess whether alternative arrangements can be made available. A penalty of 10% per day will be enforced for any late submission of work. This arrangement does not apply to any individual assessment item that carried less than a 10% weighting.

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

5 COURSE RESOURCES
Information and resources available to students include:

- Other materials will be available on Moodle, including extra readings, additional case studies, assignment information and the course outline

The website for this course is on Moodle at: https://moodle.telt.unsw.edu.au/login/index.php

6 COURSE EVALUATION AND DEVELOPMENT
Each year feedback is sought from students and other stakeholders about the courses offered in the School of Accounting and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback throughout the semester about course content, assessment tasks and teaching delivery style. We will also conduct towards the end of semester CATEI evaluations. These evaluations take two forms:
(i) **Form A** is an online course evaluation that goes to the Head of the School of Accounting and Faculty level evaluations and is used to inform School and Faculty level sources about how the course is going and the statistics gathered from this survey reflects the overall view of the course, school and faculty offerings.

(ii) **Form B** is feedback on the individual LIC about her teaching practices. This is usually administered in as a paper based survey tool. The responses to this survey are used to evaluate the individual LIC and used to help future development of both the individual and course.

This is the second time this course has been taught in the flipped classroom space and I have undertaken a number of initiatives based on student feedback from the last few semesters. Based on the feedback gathered last semester I have revised the course and refined the course assessment tasks. In particular I have reweighted the weekly homework task, provided clarification around the class participation marks and created the opportunity for students to reflect and provide teamwork feedback to their peers. I have also created a survey and introduced a method to assist in the allocation of groups to assist with a more balanced approach to the allocation of members to groups. The course offers the opportunity for continuous assessment and feedback in the form of homework submissions and seminar participation.

In order to fulfil the School continuous improvement goals I invite you to complete the course evaluation surveys, both the Online Form A which is vital to the school and faculty and the form b which is vital to my continuous development. I welcome and appreciate you taking the time to provide your comments.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Pre-Seminar Readings</th>
<th>Homework Submission</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; overview</td>
<td>Schneider Chaps 1 &amp; 2; Case Study Amazon p.51</td>
<td>Submit: Chap 1, Ex 2 &amp; 3</td>
<td>Self-Study: RQ 1, 4, 7, &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Team work and Defining your e-business idea</td>
<td>Napier et al., Chap 2 &amp; teamwork pre-reading</td>
<td>Submit your individual business idea</td>
<td>Complete Checklist p.66 &amp; Teamwork questionnaire</td>
</tr>
<tr>
<td>Week 3</td>
<td>E-business Strategy Plans &amp; team formation</td>
<td>Napier et al., Chap 3; Read teamwork readings</td>
<td>Submit: Ex 2 &amp; 3 p.106</td>
<td>Self-Study: Team work roles</td>
</tr>
<tr>
<td></td>
<td>Selling &amp; Marketing</td>
<td>Schneider Chaps 3 &amp; 4 Lonely Planet &amp; Oxfam</td>
<td>Submit: Chap 4, Ex 3</td>
<td>Self-Study: Ch3: RQ1, 3 &amp; 5; Ch 4: RQ1, 9 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>B2B Activities</td>
<td>Schneider Chap 5 Case Harley Davidson</td>
<td>Submit: Ch 5 Ex 3 &amp; 5</td>
<td>Self-Study: Ch5: RQ1, 3,6 &amp; 7</td>
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<td>Mid-semester break: Good Friday 3rd April - Sunday 12 April</td>
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<tr>
<td>Week 6</td>
<td>Accounting Systems, E-commerce &amp; ROI</td>
<td>Ch11 &amp; Ch12 pp 523-526. Case Study First Internet Bank</td>
<td>Submit Ch11 Ex2 &amp; Ch12 RQ5&amp;10 Team WIP Report</td>
<td>Self-Study: Ch11 RQ7;13;16 &amp; Ch12 RQ 3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Social Networking, online gaming &amp; E-business</td>
<td>Schneider Chap 6: Case C2 Old Metamora p307</td>
<td>Submit: Ex 4 &amp; 5</td>
<td>Self-Study: RQ 4 &amp; 9</td>
</tr>
<tr>
<td>Week 8</td>
<td>Self-study Monday 27th April E-Business Environment: legal &amp; Ethical issues</td>
<td>Schneider Chap 7 Nissan.com Case</td>
<td>Submit: Ex 1 &amp; 3</td>
<td>Self-Study: RQ 3 &amp; 11</td>
</tr>
<tr>
<td>Week 9</td>
<td>Hardware 7 Software Technologies</td>
<td>Schneider Chap 8 &amp; 9 Case Microsoft in China</td>
<td>Submit: Ch 8, RQ 3 &amp; 4; Ch 9 RQ 3</td>
<td>Self-Study: RQ 4 &amp; 9</td>
</tr>
<tr>
<td></td>
<td>Presentation week</td>
<td></td>
<td></td>
<td>All groups hand-in report and presentation</td>
</tr>
<tr>
<td>Week 10</td>
<td>Conducting secure E-Business</td>
<td>Schneider Chap 10 Case Bibliofind</td>
<td>Submit: Ex 1</td>
<td>Self-Study: RQ 1,2, &amp; 4</td>
</tr>
<tr>
<td>Week 12</td>
<td>In class Final Exam</td>
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<tr>
<td>Week 13</td>
<td>NO LECTURES</td>
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</table>
8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinar knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to: a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to: a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and b. Consider social and cultural implications of business and/or management practice.</td>
</tr>
</tbody>
</table>
9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload
It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour
You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to
leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct

10.4 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Special consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by the School level panel to which lecturers-in-charge provide their recommendations for each request. If the panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:
1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2015 are:
   14th July – exams for the School of Accounting

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration. If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam do not attend. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

**12 STUDENT RESOURCES AND SUPPORT**

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au