FINS5543
AGED CARE PLANNING

Course Outline
Semester 1, 2016

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

1  STAFF CONTACT DETAILS

Lecturer-in-charge: Sean Howard
Phone No: 9994 7250
Email: showard@challenger.com.au
Consultation Times – By appointment

2  COURSE DETAILS

2.1  Teaching Times and Locations
Web

2.2  Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course

2.3  Summary of Course

Australia has the 4th highest life expectancy in the world and the percentage of the population in the 80 plus age group is expected to more than double by the year 2050.

Clients and their families need to navigate through the legal issues of accessing aged care as well as understanding the options for funding fees, the impact on government income support payments and taxation, the emotional aspects, the impact on carers, estate planning aspects and finding the right levels of care.

This course imparts the knowledge necessary to provide effective advice to clients in the later stages of retirement (and their families) who are looking at their current or future care needs. This is a complex area that has recently been the subject of major legislative reforms.

A unique feature of this course is that the course outlines a process to follow for providing advice and integrates the financial considerations with personal and emotional aspects of accessing aged care services.

A predominant part of the course covers the issues of moving into residential care, but various topics also cover the issues for the other living options including retirement villages, granny flat rights and home care packages.

2.4  Course Aims and Relationship to Other Courses

The aim of this course is to:
•  To introduce the economic challenges resulting from an ageing population and how it is shifting trends in the provision of aged care services and to incorporate these challenges into planning discussions with clients
•  To understand the fundamentals of residential aged care fees and how they are applied for clients
•  To design appropriate strategy solutions for clients accessing aged care services (with due consideration to the risks faced by clients with short life expectancies and
conservative risk profiles) within the constraints of the government policy framework and across a range of individual circumstances.

The course FINS5543 is offered as an elective in the Certificate, Diploma and Master of Financial Planning programs and may be taken as an elective in other postgraduate coursework degrees offered by UNSW Business School. It is designed to supplement the existing suite of courses required under RG146 for those advisers who wish to specialise in aged care advice. This course may also be taken on a ‘non-award’ basis.

**2.5 Student Learning Outcomes**

By the end of this course, you should be able to:

- Understand the demographic trends and public policy framework facing retirees in the later stages of retirement who need to access aged care services
- Describe and calculate the range of fees and calculation methods for home care packages and residential aged care and the interrelationship between government and private funding
- Understand and critically assess strategy solutions to manage the cash flow and estate planning objectives of clients moving into aged care
- Be aware of the emotional biases which may influence family outcomes and decisions and develop tactics to managed these issue
- Develop and communicate effective client value propositions to demonstrate the value to clients of undertaking planning processes when considering aged care services

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 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’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.
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 your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other 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 postgraduate coursework students:</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>1. Knowledge</td>
<td>Understand the demographic trends and public policy framework facing retirees in the later stages of retirement who need to access aged care services.</td>
<td>• Discussion questions and case studies</td>
</tr>
<tr>
<td></td>
<td>Describe and calculate the range of fees and calculation methods for home care packages and residential aged care and the interrelationship between government and private funding.</td>
<td>• Final exam</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving</td>
<td>Understand and critically assess strategy solutions to manage the cash flow and estate planning objectives of clients moving into aged care</td>
<td>• Discussion questions and case studies</td>
</tr>
<tr>
<td></td>
<td>Be aware of the emotional biases which may influence family outcomes and decisions and develop tactics to manage these issues.</td>
<td>• Final exam</td>
</tr>
<tr>
<td>3a. Written communication</td>
<td>Develop and communicate effective client value propositions to demonstrate the value of undertaking planning processes</td>
<td>• Report</td>
</tr>
<tr>
<td>3b. Oral communication</td>
<td>Develop and communicate effective</td>
<td>• Report</td>
</tr>
</tbody>
</table>
client value propositions to demonstrate the value of undertaking planning processes

<table>
<thead>
<tr>
<th></th>
<th>Teamwork</th>
<th>N/A</th>
<th>Not assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a.</td>
<td>Ethical, social and environmental responsibility</td>
<td>Develop and communicate effective client value propositions to demonstrate the value of undertaking planning processes</td>
<td>Report</td>
</tr>
<tr>
<td>5b.</td>
<td>Social and cultural awareness</td>
<td>Develop and communicate effective client value propositions to demonstrate the value of undertaking planning processes</td>
<td>Report</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The philosophy underpinning this course and its Teaching and Learning Strategies are based on ‘Guidelines on Learning that Inform Teaching at UNSW’. These guidelines may be viewed at: www.guidelinesonlearning.unsw.edu.au. Specifically, the lectures, tutorials and assessments have been designed to appropriately challenge students and support the achievement of the desired learning outcomes.

The broad approach to learning and teaching in this course is to combine institutional knowledge, theoretical analysis and practical examples. With appropriate guidance, students are encouraged to take responsibility for their own learning.

3.2 Learning Activities and Teaching Strategies

The three hours allocated to class contact will include lectures, class discussion and student presentation of discussion questions and case studies. The examinable content of the course is defined by the content of the lecture, the designated readings and the content of the discussion questions and case studies.

Lectures will introduce the key concepts, provide a logical structure of the topics that make up the course and emphasize the important or difficult concepts and the methods of each topic.

Class discussion and student presentation of discussion questions and case studies are key components of the course. Discussion questions and case studies provide a vehicle for discussion of applications of the concepts and theories introduced in lectures. Students are required to be well prepared to participate in the class discussion by reading the designated readings, attempting the discussion questions and planning responses to the case studies before the weekly class.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
• make a satisfactory attempt at all assessment tasks (see below).

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>Discussion questions and case studies</td>
<td>15%</td>
<td>See 4.3 below</td>
<td>Week 3, 6 and 9</td>
</tr>
<tr>
<td>Report</td>
<td>25%</td>
<td>2000 words</td>
<td>TBA</td>
</tr>
<tr>
<td>Class discussion and presentation</td>
<td>20%</td>
<td>15 minutes</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
<td>2 hours</td>
<td>University exam period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion questions and case studies

Discussion questions and case studies are to test your understanding of all material introduced in the course and its application to real world aged care planning scenarios on an ongoing basis. The discussion questions and case studies are to be completed and handed in on an ongoing basis in weeks 3, 6, 9 and 12.

Class discussion and presentation

Each class will be conducted in an interactive format. You will be encouraged to discuss the key issues and ideas introduced in the course material as well as the appropriate strategy for each of the case studies. As well, you will be required to make a 15 minute presentation of their report. 10% of course marks are reserved for class discussion and a record of attendance at classes will be kept. A further 5% of course marks are reserved for the presentation of their report.

Report

The report is a practical application of the material presented in the course. You will be presented with an aged care scenario and will be asked to present a possible solution in the form of a Statement of Advice. Information about the report and the submission procedure will be circulated as a separate document and will be available on the course website.

Final exam

The final exam assesses your understanding of all material presented in the course, including lectures and assessable discussion questions and case studies. The final exam will be held during the University exam period and will be 2 hours in length. The final exam will cover the entire course.

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

The course website may be found among your other courses from the UNSW TELT platform at: http://elearning.unsw.edu.au. The website includes: all course handouts, lecture slides, designated reading material and discussion questions and case studies. The website for this course is on Moodle at: moodle.telt.unsw.edu.au. To access the course website online support site, follow the links to UNSW Moodle Support/Support for Students. Additional technical support can be obtained from itservicecentre@unsw.edu.au.

It is important that you visit the course website regularly to see any notices and documents posted there, as it will be assumed that they are known to you within a reasonable timeframe.

There is NO set textbook for this course. All designated readings and other materials will be posted on the course website. Lecture slides will be provided to you in hard copy form.

The following websites are also useful sources: myagedcare.gov.au, health.gov.au and humanservices.gov.au.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School 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 through end of semester CATEI evaluations.
# 7 COURSE SCHEDULE

## Lecture Schedule

Lectures start in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>The demographics and the challenges of ageing</td>
<td></td>
</tr>
<tr>
<td>29 February</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Structure of the aged care industry</td>
<td></td>
</tr>
<tr>
<td>7 March</td>
<td></td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Government income support</td>
<td></td>
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<tr>
<td>14 March</td>
<td></td>
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</tr>
<tr>
<td>Week 4</td>
<td>Granny flats and retirement villages</td>
<td>(Friday 25 March is Good Friday public holiday)</td>
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<tr>
<td>21 March</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mid-semester break: Friday 25 March – Saturday 2 April</td>
<td></td>
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<tr>
<td></td>
<td>inclusive</td>
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<tr>
<td>Week 5</td>
<td>Home care – support to live at home</td>
<td></td>
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<tr>
<td>4 April</td>
<td></td>
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</tr>
<tr>
<td>Week 6</td>
<td>Making the decision – steps for moving into residential care</td>
<td></td>
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<tr>
<td>11 April</td>
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</tr>
<tr>
<td>Week 7</td>
<td>Accommodation payments – residential care</td>
<td></td>
</tr>
<tr>
<td>18 April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Daily care fees – residential care</td>
<td>(Monday 25 April is Anzac Day public holiday)</td>
</tr>
<tr>
<td>25 April</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Strategies and case studies for advice (Part 1)</td>
<td></td>
</tr>
<tr>
<td>2 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Strategies and case studies for advice (Part 2)</td>
<td></td>
</tr>
<tr>
<td>9 May</td>
<td></td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Dealing with families and carers</td>
<td></td>
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<tr>
<td>16 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Revision</td>
<td></td>
</tr>
<tr>
<td>23 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO LECTURES</td>
<td></td>
</tr>
<tr>
<td>30 May</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

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 undergraduate and 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 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.</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:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
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.

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, as well as in online activities, 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 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://safety.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.

**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; Email: counselling@unsw.edu.au

- **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