UNIVERSITY
OF TASMANIA

School of Information Systems

Faculty of Commerce

BSA202
Systems Development (Hobart & Launceston)

Semester 2, 2006

Unit Outline

Dr Judy Young

Mr Bill Morgan

CRICOS Provider Code: 00586B

Contact details

Unit web site URL entry:	http://www.utas.edu.au/coursesonline/ Students enrolled in the unit will be emailed when the site is available.
Unit coordinator & Hobart lecturer:	Dr Judy Young
Launceston lecturer	Mr Bill Morgan
Campus:	Hobart, Launceston
e-mail:	BSA202help@infosys.utas.edu.au
phone:	6226 6266 (for J. Young) 6324 3411 (for B. Morgan)
fax:	6226 6211 (for J. Young) 6324 3406 (for B. Morgan)
Consultation hours:	Tuesday 1–2pm and Thursday 3–4pm (Hobart) Tuesday 1–3pm and Thursday 9–10am (Launceston)

Contents

Unit summary

Unit code	**BSA202**
Unit title	Systems Development
Unit description	This is a compulsory unit within the Bachelor of Information Systems Degree, and it can be taken in a range of other courses. An understanding of systems development methodologies is central to Information Systems. The unit is designed to lead to the ability to analyse an organisational context to determine the need for a systems development methodology, and then to be able to select an appropriate methodology.
Teaching staff	Dr Judy Young (Hobart) and Mr Bill Morgan (Launceston)
Campus	Hobart, Launceston
Unit weight	12.5%
Teaching pattern	Semester 2 26 contact hours, delivered as a two-hour workshop per week. Students will be expected to undertake additional out-of-class work. This work will include completing weekly readings available on WebCT, participating in small group discussions of issues related to the readings through WebCT and completing assignments.
Pre-requisites	BSA201
Assessment	Application of analysis tools/techniques presented in report format 20% Report recommending appropriate methodology 25% Small group discussion activities via WebCT 15% Open book examination 40%
Required texts	Avison, D. and Fitzgerald, G. (2006) *Information Systems Development: Methodologies, Techniques and Tools*, 4th Edn., McGraw-Hill, New York. Specific sections will be listed in the notes available on WebCT.
Recommended reading	Dwyer, J. (2006) *The Business Communication Handbook,* Prentice-Hall, Frenchs Forest. (Hawryszkiewycz, H. (2001) *Introduction to Systems Analysis & Design*, 5th Edn., Prentice Hall, Frenchs Forest. Patching, D. (1990) *Practical Soft Systems Analysis*, Pitman, London.

Intended learning outcomes

On successful completion of this unit, you should be able to:

1. Have a knowledge of the process of developing information systems;
2. Understand the purpose of using systems development methodologies;

3. Be able to analyse an organisational context and need for a system development methodology;

4. Be able to select an appropriate systems development methodology to match an organisational context and need; and

5. Be able to use some popular tools and techniques associated with systems development methodologies.

Evidences of intended learning outcomes

Upon successful completion of this unit a student should be able to demonstrate evidence of attaining each of the intended learning outcomes at one of the levels listed:

1.Have a knowledge of the process of developing information systems

Assessment	***Evidence***
HD level:	Shows evidence of a deep and comprehensive understanding of the process of developing information systems
DN level:	Shows evidence of a deep *or* comprehensive understanding of the process of developing information systems
CR level:	Shows evidence of a good understanding of the process of developing information systems
PP level:	Shows adequate but limited evidence of an understanding of the process of developing information systems
NN level:	Failed to demonstrate knowledge of the process of developing information systems

2.Understand the purpose of using systems development methodologies

Assessment	***Evidence***
HD level:	Demonstrates significant and convincing insight into the purpose of using systems development methodologies
DN level:	Demonstrates a very good grasp of the purpose of using systems development methodologies
CR level:	Demonstrates a clear grasp of the purpose of using systems development methodologies
PP level:	Demonstrates an adequate but limited understanding of the purpose of using system development methodologies
NN level:	Failed to demonstrate understanding of the purpose of using systems development methodologies

3.Be able to analyse an organisational context and need for a system development methodology

Assessment	***Evidence***
HD level:	Given a written case study, demonstrates significant insight into an organisational context and need for a system development methodology, with highly convincing use of justification
DN level:	Given a written case study, demonstrates a very good understanding of an organisational context and need for a system development methodology, with convincing use of justification
CR level:	Given a written case study, demonstrates a good understanding of an organisational context and need for a system development methodology, with good use of justification
PP level:	Given a written case study, demonstrates an adequate but limited understanding of an organisational context and need for a system development methodology, with adequate justification
NN level:	Unable to analyse an organisational context and need for a system development methodology

4.Be able to select an appropriate systems development methodology to match an organisational context and need

Assessment	***Evidence***
HD level:	Given a written case study, is able to nominate highly appropriate systems development methodologies for the organisational context, and present very convincing supporting arguments
DN level:	Given a written case study, is able to nominate appropriate systems development methodologies for the organisational context, and present some convincing supporting arguments
CR level:	Given a written case study, is able to nominate appropriate systems development methodologies for the organisational context, and present very appropriate supporting arguments, but without depth
PP level:	Given a written case study, is able to nominate appropriate systems development methodologies for the organisational context, with adequate but limited supporting arguments
NN level:	Unable to select an appropriate systems development methodology to match an organisational context and need

5. Be able to use some popular tools and techniques associated with systems development methodologies.

Assessment	***Evidence***
HD level:	Is able to demonstrate outstanding use of tools and techniques
DN level:	Is able to demonstrate convincing use of tools and techniques
CR level:	Is able to demonstrate good use of tools and techniques
PP level:	Is able to demonstrate adequate use of tools and techniques
NN level:	Is unable to use the tools and techniques

Generic graduate attributes

Successful completion of this unit will contribute to the development of the following aspects of the Generic Graduate Attributes, as identified by the University. The example in brackets will indicate where in the Unit the attribute is developed and/or assessed.

1. Graduates will have an in-depth knowledge in their chosen field of study and the ability to apply that knowledge in practice. They will be prepared for life-long learning in pursuit of personal and professional development

    a. Apply appropriate technical and information skills *(Workshop 4)*;

    b. Use a wide range of academic skills, including analysis and synthesis *(report recommending appropriate methodology);*

    c. Identify, evaluate and implement personal learning strategies *(individual learning from WebCT material)*;

    d. Learn both independently and cooperatively *(most workshop sessions)*;

    e. Learn new skills and apply learning to new situations *(case studies)*.

2. Graduates will be able to communicate effectively across a range of contexts

    a. Demonstrate oral and written communication *(assignments and workshops)*;

    b. Present well-reasoned arguments *(assignments, workshops and examination)*;

    c. Access, organise and present information, particularly through technology-based activity *(most assessment activities)*;

    d. Listen to and evaluate the views of others *(workshops)*.

3. Graduates will be effective problem-solvers, capable of applying logical, critical and creative thinking to a range of problems. They will have developed competencies in information literacy

    a. Identify critical issues in systems development *(most sessions; most assessment activities)*;

    b. Conceptualise problems and formulate a range of solutions *(case studies and assignments)*;

    c. Work effectively with others *(workshop activities)*;

    d. Find, acquire, evaluate, manage and use relevant information in a range of media *(most assessment activities, readings).*

4. Graduates will act ethically, with integrity and social responsibility

    a. Acknowledge the social and ethical implications of their actions *(in referencing in some assessment tasks)*;

    b. Appreciate the impact of social change *(through Soft Systems Methodology)*.

Prior knowledge &/or skills

- Skills needed to be able to access the information on, and use the tools associated with, WebCT Vista. For assistance refer to: http://www.utas.edu.au/tlo/browse.htm?L2=students

- Word processing skills. For online training refer to: http://www.utas.edu.au/it_training/msoffice/index.html

- Harvard referencing skills. The School of Information Systems requires adherence to the Harvard referencing style, as outlined at: http://www.utas.edu.au/library/assist/gpoa/gpoa2.html

- Knowledge of report structure. The following report structure is used in this School:

    1. title page **2.** table of contents **3.** executive summary **4.** introduction **5.** body (usually with multiple sections) **6.** conclusions **7.** recommendations **8.** appendices **9.** list of references

    Reports should include headers and footers commencing at the executive summary, and all section headings need to be hierarchically numbered. The table of contents should be automatically generated within Microsoft Word. The text by Dwyer (2006) listed above is a useful resource for assistance in the development of specific sections of a report.

- Web searching skills. Free online training for students on using a web browser can be accessed from a link at the following page: http://ramsey.its.utas.edu.au/ittrain/Internet_Explorer_6/Introduction_-1674/%7Edemolaunch.html

- Basic case study analysis skills. Please advise the unit co-ordinator by the start of Workshop 3 if you consider you do not have basic case study analysis skills. Note that a case study will be considered during Workshop 2.

- An awareness of the nature of plagiarism. Please refer to the statement later in this document about plagiarism as well as : http://www.utas.edu.au/plagiarism/.

- Time management, organisational and other self-study skills. For assistance in this area refer to the study skills resources listed at : http://student.admin.utas.edu.au/services/counselling/library_index.html

- Competence in speaking, listening, reading and writing English appropriate for an undergraduate program. Please advise the unit co-ordinator by the start of Workshop 3 if you consider you do not have the level of English language competence needed for this Unit.

- Library skills. For further assistance refer to the resources at: http://www.utas.edu.au/library/assist/index.html.

- Basic groupwork skills. For assistance refer to Dwyer (2006) listed earlier in this document.

Further learning resources required

Non-text resources

Online learning materials available on WebCT Vista form an integral part of the resources for this unit.

A diverse range of resources addressing the assumed skills for the Unit have been listed in the previous section. A useful guide to finding Information Systems resources can be found at: http://www.utas.edu.au/library/info/subj/infosys.html.

Technical requirements

To access WebCT Vista from your own computer you will need the appropriate software, and hardware to run that software. See ***Learning Online*** at http://www.utas.edu.au/coursesonline/software.htm for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 1818 if you experience difficulties.

See *WebCT Vista: Information for Students* for further information about accessing WebCT Vista.

Access to information technology

Hobart, IS PC Laboratories, Information Systems Building
Students will have access to the computer laboratories during the academic year. Proximity cards need to be used to gain access to laboratories.

Launceston D130, First Floor, Building D
D130 is the main School of Information Systems computer laboratory. Access is only available during the normal building open hours. Outside normal hours students should use the IT Services laboratory D004.

Details of teaching arrangements

General

Note that there are no lectures for BSA202 in 2006***. It is expected that students will need to spend approximately three hours a week completing the readings and activities provided on, and associated with, WebCT Vista, as well as completing the assignments.*** This time is in addition to the time required to attend the workshops.

Workshops

Hobart and Launceston students will need to attend one two-hour workshop a week. The times and venues of the two-hour sessions can be found at:

http://student.admin.utas.edu.au/coursesenrolment/timetable/

As many of the workshops will involve group activities, it is strongly recommended that the same workshop session be attended each week.

Online activities

It is a requirement in this unit that students participate in weekly assessable small group discussions using WebCT Vista. Each student will need to take turns in leading the discussion sessions, and reporting on the outcomes. This process will be managed by each small group.

Occupational health and safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University's policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf

Unit schedule

Week No.	***Week starting***	***Focus of WebCT Readings and Supporting Small Group Discussions; Assignment Submission Weeks***	***Workshop No.***	***Workshop Topic***
14	17th Jul	Need for systems development methodologies; introduction to systems development methodologies	1	Reviewing unit outline; groupwork strategies: organisational versus technical systems development issues
15	24th Jul	Themes in systems development	2	Organising WebCT discussion groups; systems thinking; preview of Assignment 1
16	31ST Jul	The traditional systems development life cycle as an early systems development methodology	3	Application of approaches of systems development to a case study
17	7th Aug	Techniques for systems development	4	SSM modelling techniques
18	14th Aug	Tools for systems development;	5	**IN LAB** SSM modelling techniques (continued); use of some draw and groupware tools
19	21st Aug	Organisational-oriented methodologies including Soft Systems Methodology **ASSIGNMENT 1 DUE MONDAY 21st AUGUST AT 12 NOON**	6	Development of an implementation plan; preview of Assignment 2
20	28th Aug	Blended methodologies	7	**IN LAB** CASE tools
		NOTE; MID-SEMESTER BREAK, MONDAY SEPTEMBER 4 TO FRIDAY SEPTEMBER 8		
21	11th Sept	Process-oriented methodologies Potential guest speaker	8	Identifying a systems development methodology appropriate for a case study
22	18th Sept	Object-oriented methodologies; people-oriented methodologies **ASSIGNMENT 2 DUE MONDAY 18th SEPTEMBER AT 12 NOON**	9	**IN LAB** Systems to support OO/people-oriented methodologies
23	25th Sept	Rapid development methodologies; alternatives to systems development	10	**IN LAB** Systems to support rapid development methodologies
24	2nd Oct	Content, philosophy & purpose of methodologies	11	Overview of methodologies
25	9th Oct	Methodology evaluations for appropriate choice to reduce systems failure; evaluation frameworks	12	SETL; Completion & review of past exam paper
26	16th Oct	Unit review	13	Open discussion

Learning expectations and strategies

Expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

> *Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

In accordance with the University of Tasmania Codes of Conduct, Guidelines and Policies, under the section dealing with *Code of Conduct for Teaching and Learning-Responsibilities of students to the University,* the following should be noted:

> *For the unit in which they are enrolled, students should make themselves aware of all subject or unit information made available in the appropriate handbook, and in the first week of the academic timetable should raise any questions or concerns with the appropriate academic staff member in a timely manner.*

It is further expected that students will regularly consult email sent to their University email address for any notices relating to the administration of the Unit. During the semester it is expected that students will read and respond to email where appropriate at least once a day.

It is expected that students will submit assignments for the Unit by the specified dates and times, unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted. It is further expected that assignments will be submitted in the stipulated format.

Note that these expectations are in addition to those specified in relevant University regulations.

Students' expectations of the unit

Students enrolled in BSA202 may reasonably expect the following:

- To have course materials available electronically via the WebCT Vista system, on an ongoing release arrangement, with the exception of some case studies which will be distributed during the workshops

- To be able to contact a staff member associated with the unit, with notice, to discuss issues arising in the unit, either relating to the content or their performance within the unit

- That assignments will be marked and returned within 21 days of the due date set for submission that is notified to all students, for assignments submitted on time

- That assignments will be marked both qualitatively, in terms of grades and comments, and also quantitatively in terms of a final mark for each assignment

- That all relevant notices regarding the administration of the unit, including any necessary changes, will be communicated to students enrolled in the unit during the workshops and/or via email

These expectations are in addition to those specified in relevant University regulations.

Learning strategies

If you need assistance in preparing for study please refer to your lecturer. For additional information refer to the Learning Development website : http://www.utas.edu.au/learndev/

If you will be using WebCT Vista for the first time and would like some information on how to use WebCT Vista refer to the following guide: http://www.otl.utas.edu.au/content/get_around_stepguide.doc

Specific attendance/performance requirements

A substantial amount of self-study is required for this unit. Please note there is an expectation of a minimum of 39 additional hours of self-study during the semester, in addition to attendance and participation in the workshops. Reading the WebCT Vista notes, participating in WebCT Vista small group discussions and activities and undertaking the readings associated with a particular week form essential activities for the Unit. Students will not be able to make an effective contribution to the workshops and make progress in the Unit unless this self-study has been done.

As there are no lectures for this unit and the delivery of the sessions is in a workshop style, students are expected to attend all workshops and be available to work with fellow students for the specified duration of the workshops. Participation in the workshops will be monitored for assessment purposes.

On-line discussion provides you opportunity for deeper, more meaningful and reflective consideration of issues, through shared learning. It is also designed to help prepare you for your future work experiences. It does so by paralleling the style of learning that is likely to take place in the workplace, where employees learn incrementally, with and from each other. Your learning will take place through discussing and applying concepts that you have read about, or sharing your life experience that will help others better understand the topic. This approach has been deliberately chosen because it requires you to become an active participant in your learning, rather than a passive receptacle of knowledge delivered by others. Online discussion also allows everyone to be heard, even the more reserved. Note that the

first workshop will address expectations and processes regarding the on-line discussion activities.

Students will be allocated to small groups. A topic for discussion will be posed weekly from Week 15, linked to the readings, to be considered in the WebCT Vista small group discussions. Each group will nominate a leader for each week, who will take responsibility for managing the small group discussion for that week. The leader will synthesise the discussion and post a brief summary to a discussion group that can be viewed by all BSA202 students.

Each student will need to log on to the discussion groups at least twice a week, once from Monday at 9am to make a written contribution to the on-line discussion for completion by Wednesday at 12 noon of each week.

The second time must be between 9am on Friday of the same week and 9am on Monday the following week to read the summaries from the leaders of all the small groups.

Leaders will need to summarise the discussion from their group for all students enrolled in BSA202 between Wednesday 12 noon and record it on-line, to be completed by 9am on Friday of the same week. The group will ensure that the summaries are submitted by a leader each week.

It is expected that students will spend at least 30 minutes each week participating in the discussion group activities when they are not the leader, and longer when they are the group leader. Note that just reading the posts is not adequate; students are required to write at least one relevant response of at least 50 words each week to the small group discussion when not group leader, as well as read the posts.

The Unit Co-ordinator will monitor both the small and the large group discussion groups, but is unlikely to participate in the discussion apart from where moderation is required, or, unusually, to make a comment on the group summaries. Where a student or group leader makes a written contribution to discussion outside the specified period, the contribution will be disregarded for assessment purposes. Similarly, where a student reads the summaries outside the specified period, this will also be disregarded for assessment purposes.

How your final result is determined

In order to pass this unit, the School of Information Systems expects that students:

Achieve a total of at least **45%** in continuing assessment of the unit (i.e. at least 27 marks out of 60 marks);

Achieve a total of at least **45%** in the examination component of the unit (i.e. at least 18 marks out of 40 marks) and

Achieve a total mark of at least **50%** in the total assessment of the unit.

In exceptional circumstances the above expectations may be relaxed by the School Meeting of Assessors.

Submission of assignments

It is **mandatory** that students submit assignments for the unit by the specified dates and times, unless prior approval has been granted via an assignment extension form, at least 24 hours before the assignment is due to be submitted.

The assignment must be submitted in hard-copy form, into the School of Information Systems submission box. **Where the assignment is submitted after the due date and time, the submission must be made to the School of Information Systems Office, during office hours.** Each submission must include a signed copy of the School Assignment Cover Sheet, copies of which are available on the School of Information Systems webpages, from the School of Information Systems Office in Hobart, or near D106, Bill Morgan's Office, in Launceston. The cover sheet must be signed, to acknowledge acceptance of the terms and conditions as stated:

The assignment details and the final submission are my own work, and these have not been released to any other student, either in electronic or written form.

For further details on "what is my own work", working with others and cheating refer to the back of a School of Information Systems Cover Sheet.

Every assessment task has a due date, time and method of submission. These due dates, times and method of submission must be adhered to.

Requests for extensions

Extensions will be considered only under the following conditions:

- Employment related issues: Arrangements for an extension must be made with the lecturer prior to the assignment due date
- Illness: A medical certificate must be presented to the lecturer either prior to the due date or as soon as possible after the due date
- The lecturer of the unit will address any extraordinary extension falling outside of these criteria

Extensions must be applied for at least 24 hours before and be on the appropriate form. Verbal extensions will not be accepted.

Any extension granted will have a new submission due date and time.

Assignments that are not submitted by the due date and time will incur the following penalties:

Penalties

10% (of mark achieved) per day or part thereof, whether a working or non-working day, (excluding extensions) for late submissions of all continuous assessment tasks.

Review of results and appeals

It is expected that students will adhere to the following policy for review of any piece of continuous assessment.

a) Within 5 days of the release of the assessment result, the student should request an appointment with the Lecturer/Coordinator. **The student should be prepared to discuss specifically which section of the marking criteria they are disputing and why they consider the mark is inappropriate.**

b) Following this discussion, students may request a formal remark of the original submission (in accordance with Rule of Academic Assessment 111, clause 22.1). This remark will be undertaken, where practicable, by an alternative assessor.

Students under with Rule of Academic Assessment 111, clause 23 may also request a review of the final result in a unit. The request and payment must be made within 10 days from the date of the result notification. Students are referred to
http://www.utas.edu.au/universitycouncil/legislation/rule111.pdf
or http://www.admin.utas.edu.au/ac_serv/flowchart_review_assesment.pdf

Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

- The appropriate referencing style for this unit is the Harvard style. A link was provided to an explanation of this referencing style, earlier in this document.

Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Plagiarism

While students are encouraged to discuss the assignments in this unit and to engage in active learning from each other, it is important that they are also aware of the University's policy on plagiarism. Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example downloading an essay wholly or in part from the internet, copying another student's work or using an author's words or ideas without citing the source. Plagiarism detection software is currently being tested by the University of Tasmania.

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at http://www.utas.edu.au/tl/supporting/academicintegrity/index.html.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/

The University reserves the right to submit assignments to plagiarism detection software, and might then retain a copy of the assignment on its database for the purpose of future plagiarism checking.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/

Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life planning issues, disability or illness which may affect your course of study, you are advised to raise these with your lecturer in the first instance.

There is a range of University-wide support services available to you including Student Services, International Services and Learning Development. Please refer to the *Current Students* homepage at: http://www.utas.edu.au/students/

Should you require assistance in accessing the Library visit their website for more information at http://www.utas.edu.au/library/

Appendix 1 - Assessment Details

Assessment task 1: To be distributed in Week 15	
Task description	A report incorporating the analysis and modelling of a systems development problem situation from a case study using Soft Systems Methodology (SSM) tools and techniques.
Task length	Approximately 2000 words, where "approximately" will be interpreted as plus or minus 10% of the word limit. Penalties may apply if the assignment exceeds the word limit.
Links to unit's learning outcomes	Assesses intended learning outcomes 3 and 5.
Assessment criteria / guidelines	20% of the total unit assessment
Date due	12 noon on Monday 21st August, 2006 in paper format

Assessment task 2: To be distributed in Week 19	
Task description	A report evaluating the appropriateness of three systems development methodologies for the development of an information system based on a case study.
Task length	Approximately 2500 words, where "approximately" will be interpreted as plus or minus 10% of the word limit. Penalties may apply if the assignment exceeds the word limit.
Links to unit's learning outcomes	Assesses intended learning outcomes 2, 3 and 4.
Assessment criteria / guidelines	25% of the total unit assessment
Date due	12 noon on Monday 18th September, 2006 in paper format

Assessment task 3	
Task description	Weekly small group discussions on WebCT Vista, responding to set issues, as well as reading the posts. Each student will take turns in leading the group and reporting on the outcomes.
Links to unit's learning outcomes	Assesses intended learning outcomes 1, 2, 3, 4 and 5.
Assessment criteria / guidelines	15% of the total unit assessment, awarded for: adequately performing the role of small group leader (1/3) (awarded on a group basis) when appropriate, and regular and appropriate participation that meets the requirements when not a group leader (2/3). The group mark may be adjusted as a result of peer evaluation conducted in each small group.
Date due	weekly

Final exam	
Description / conditions	Two-hour written, open-book examination that assesses all intended learning outcomes, and represents 40% of the total unit assessment.
Date	The final exam is conducted by the University Registrar in the formal examination period. See the Current Students homepage on the University's website.

The School reserves the right to alter the details contained in this Unit Outline.