Tasmanian School of Business & Economics (TSBE) (School)

College of Business and Economics (College)

BFA508

INTRODUCTION TO FINANCIAL PLANNING

THIS UNIT IS BEING OFFERED IN:
Hobart & by distance

Semester 2, 2019

Unit Outline

Roger Colbeck
## CONTACT DETAILS

### Unit coordinator

Unit coordinator: Roger Colbeck  
Campus: Hobart  
Email: roger.colbeck@utas.edu.au  
Phone: 03 62262758  
Room location and number: Consultation rooms, Centenary Building  
Consultation hours: To be advised

### Other teaching staff

Facilitators: To be advised  
Campus: Hobart  
Email:  
Phone:  
Room location and number: Consultation rooms, Centenary Building  
Consultation hours: To be advised
CONTENTS

WHAT IS THE UNIT ABOUT? ..................................................... 2
UNIT DESCRIPTION .............................................................. 2
INTENDED LEARNING OUTCOMES ........................................ 2
GRADUATE QUALITY STATEMENT ......................................... 3
ALTERATIONS TO THE UNIT AS A RESULT OF STUDENT FEEDBACK ............................. 3
PRE-REQUISITE UNITS, PRIOR SKILLS AND KNOWLEDGE .................................... 3

HOW WILL I BE ASSESSED? ............................................... 4
ASSESSMENT SCHEDULE ....................................................... 4
ASSESSMENT DETAILS .......................................................... 5
HOW YOUR FINAL RESULT IS DETERMINED .................................. 10
SUBMISSION OF ASSESSMENT .............................................. 11
ACADEMIC REFERENCING .................................................... 12
ACADEMIC MISCONDUCT .................................................... 13
STUDENT BEHAVIOUR .......................................................... 14

WHAT LEARNING OPPORTUNITIES ARE THERE? ................. 15
RESOURCES ........................................................................... 15
ACTIVITIES ........................................................................... 16
COMMUNICATION ................................................................. 19
CONCERNS AND COMPLAINTS ........................................... 19
FURTHER INFORMATION AND ASSISTANCE .................................. 19
UNIT SCHEDULE ................................................................... 20

ACCREDITATION .................................................................. 22
AACSB ACCREDITATION ....................................................... 22
WHAT IS THE UNIT ABOUT?

Unit description

A comprehensive financial plan will contribute towards the quality of a person’s life by reducing the uncertainty about their future needs and the resources that will be available to meet them. This unit is an introductory course examining what is involved in organising and managing an individual’s financial resources, and how to protect, maximise and enjoy the benefits obtained from these resources. The financial planning industry undergoing significant change commencing from March 2004 with the implementation of the Financial Services Reform Act 2001 (FSRA).

The aim of the Unit is to provide a sound understanding of the process of financial planning, together with some of the fundamental skills and knowledge that are required. In line with these objectives, each of the recognised steps in the financial planning process that have been developed by financial planners will be examined in detail, namely: gathering qualitative and quantitative data; identifying goals; identifying financial problems including: setting priorities, deciding on trade-offs and considering opportunity costs; preparing or interpreting written recommendations; implementing agreed-upon plans; and, reviewing, revising and maintaining personal financial plans. The ‘key areas’ that are important for the financial planning process are examined, namely: the regulatory framework; investments; managed funds; superannuation; home ownership; risk management and insurance; taxation; consumer credit; social security; estate planning.

Intended Learning Outcomes

On completion of this unit, you will be able to:

1. Explain the advisory functions of financial planners.
2. Describe the Australian legal framework within which financial planners operate.
3. Apply the steps involved in the financial planning process to client scenarios.
4. Describe the process of giving financial advice.
5. Identify and explain ethical considerations and professional conduct requirements.
Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do. Course learning outcomes are available from the Course Coordinator. Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania’s Graduate Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills, and develop critical and creative literacies and numeracies and skills of inquiry. They demonstrate the ability to apply this knowledge in changing circumstances. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability, are entrepreneurial and creative, and are mindful of their own wellbeing and that of the community. Through respect for diversity and by working in collaborative ways, our graduates reflect the values of the University of Tasmania.

Alterations to the unit as a result of student feedback

N/A

Pre-Requisite Units, Prior Skills and Knowledge

N/A
# HOW WILL I BE ASSESSED?

## Assessment schedule

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Date due</th>
<th>Percent weighting</th>
<th>Links to Intended Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Task 1: Three (3) Online tests</td>
<td>To be completed weeks 4, 8, 12</td>
<td>12%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>Wed 9.00 am – Sun 5.00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>One hour duration only within the above dates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 2: Assignment</td>
<td>2:00pm, Monday Week 10</td>
<td>22%</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Assessment Task 3: Application questions (9%) and case study (7%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Campus students - Group presentations in workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance students – Individual submissions in MyLO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly starting Week 2</td>
<td>16%</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>As allocated starting Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Task 4: Final exam</td>
<td>Exam period</td>
<td>50%</td>
<td>1, 3, 4, 5</td>
</tr>
</tbody>
</table>
### Assessment details

#### Assessment task 1: Three (3) online tests (All students)

<table>
<thead>
<tr>
<th>Task description</th>
<th>The three (3) online tests comprise 30 multiple-choice questions comprising theory, skill development and calculations. The purposes of these tests are to assess your understanding of the concepts and issues included in the topics from the previous 3-4 weeks. The duration of the test is one hour only. Three (3) tests will be conducted during the semester to check the progress of your learning and understanding of key concepts. Ensure you are prepared before taking the test by having a pen and paper if necessary. You are only allowed one attempt. Incorrect questions only will be available for review.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion Number</td>
<td>Criterion Description</td>
</tr>
<tr>
<td>1</td>
<td>Explain the advisory functions of financial planners including: the holistic and relational role of the financial planner as distinct from a simple product advisory role; the participants in the advisory services market; and the range of services provided by financial planners.</td>
</tr>
<tr>
<td>2</td>
<td>Apply the steps involved in the financial planning process to client scenarios.</td>
</tr>
<tr>
<td>3</td>
<td>Identify and understand ethical considerations and professional conduct requirements in the giving of financial planning advice</td>
</tr>
<tr>
<td>Task length</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Due by date</td>
<td>To be completed weeks 4, 8, 12 Wed 9.00 am – Sun 5.00pm</td>
</tr>
</tbody>
</table>

#### Assessment task 2: Assignment (All students)

<table>
<thead>
<tr>
<th>Task description</th>
<th>Written in depth analysis of financial planning topics. The written assignment is an individual assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion Number</td>
<td>Criterion Description</td>
</tr>
<tr>
<td>1</td>
<td>Explain the advisory functions of financial planners including: the holistic and relational role of the financial planner as</td>
</tr>
</tbody>
</table>

---

Page 5 BFA508 Introduction to Financial Planning
distinct from a simple product advisory role; the participants in the advisory services market; and the range of services provided by financial planners.

2

Undertake research, construct and present a limited scope Statement of Advice (SOA) to meet client requirements in an ethical and professional manner.

3

Identify and understand ethical considerations and professional conduct requirements in the giving of financial planning advice

Task length

Word limit will be specified.

Due by date

2:00pm, Monday Week 10

Assessment task 3: Application questions and case study

Presentation/submission of application questions and case study. It is very important that you not only learn key financial skills and knowledge but when and how to apply them. It is also important that you experience some of the challenges that you may encounter as you apply what you have learned. We have therefore prepared weekly application questions for you to work through, so that you gain experience applying what you have learned.

Your preparation for the three or more randomly allocated sets of application questions will require you to read the prescribed material for the week before you attempt the related application questions. Application questions are detailed in presentation material for each week. The prescribed material will be available in MyLO under Content for the relevant week.

On-Campus Students

You are required to register for a workshop on MyLO from 9.00 am Thursday 18 July onwards. If you cannot register in your preferred workshop you will have to choose an alternative time as workshop sizes are limited to xx students. Then, at
your first workshop in Week 1, you will need to form groups of up to 3 students. From Week 2 to 13, we will formally assess in workshops your group’s presentation of a minimum of three sets of application questions randomly allocated at the time of the workshop (i.e. your responses to the questions from three different weeks), plus one case study allocated in advance.

Your group presentation of application questions will be assessed on the following factors:

1. Discussion of application questions with your group and presentation of the group response to the rest of the workshop;
2. All group members are required to contribute and present your group response, listen actively and respectively to others;
3. Willingness to answer and/or ask questions in regard to the group’s presentation;
4. Presentation marks may be given for incorrect answers delivered by the group if they reflect thoughtfulness and are insightful;
5. Originality of the group contribution.

Group participants who read out an answer(s) directly from the textbook (rather from their own hand written or typed notes) or solution manuals will receive a reduced or zero presentation mark.

All students are expected to bring their responses to the application questions to the weekly workshop, where we can compare application techniques, share ideas, resolve issues and consolidate knowledge and skills.

**Case studies** will be allocated to groups by the end of Week 2 and will be available on MyLO. A rubric for case study presentations available in MyLO details the assessment criteria.

**Distance students**

During the semester, we will formally assess your individual responses submitted
to MyLO for a minimum of **three randomly allocated sets of application questions** (i.e. your responses to the questions from three different weeks) and **one case study**. Further instructions will be provided by email to your UTAS email address via MyLO Mail. This email will indicate which weeks you have been allocated application questions (e.g. Weeks 3, 6, 9 and 12) and the case study. During each of these weeks, you will submit your responses to a MyLO **Assignment Submission** folder, prior to Tuesday 5 pm for the given week.

Your responses to the application questions will be assessed on the following factors:

1. Complete the application questions to the best of your ability. You must work on the question responses independently.
2. Originality of your response. Responses copied directly from the textbook (rather than paraphrased or summarised in your own words) or from solution manuals will receive a reduced or zero mark.
3. Marks may be given for incorrect answers if they reflect thoughtfulness and are insightful;
4. Responses to the allocated **application questions** should be submitted to MyLO via the **Application Questions Submission** folder prior to Tuesday 5.00 pm for the relevant week. You must submit your answers together with any supporting notes or calculations. This should be no more than 3 A4 pages in length.
5. Responses to the allocated **case study** should be submitted to MyLO via the **Case Study Submission** folder prior to Tuesday 5.00 pm for the relevant week.
6. You should attach your responses to the MyLO **Application Questions Submission** folder using one of the following formats:
   - A Microsoft Word Document;
   - An image/collection of images of your handwritten work, taken with a smartphone or digital camera. The image/s must be clear and of a sufficient size so that it/they can be
easily interpreted on a computer screen by the Unit Coordinator. JPG, JPEG and PNG are acceptable image formats to use (most cameras and smartphones create JPG/JPEG files by default).

- A scan of your written work (in JPG/JPEG or PDF format).

All students are strongly encouraged to attempt the application questions, even if they are not being assessed in a particular week.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the advisory functions of financial planners including: the holistic and relational role of the financial planner as distinct from a simple product advisory role; the participants in the advisory services market; and the range of services provided by financial planners.</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>Describe the process of giving financial advice.</td>
<td>4 &amp; 5</td>
</tr>
</tbody>
</table>

**Assessment Task 4: Final exam (All students)**

Three-hour written examination that assesses all intended learning outcomes and represents 50% of the total unit assessment. The final examination will be a **closed book** exam.

<table>
<thead>
<tr>
<th>Criterion Number</th>
<th>Criterion Description</th>
<th>Measures ILO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The purpose of the final exam is to assess your <strong>understanding</strong> of the theories and models learned in the semester, as well as your competence in <strong>solving and analysing</strong> complex problems. The problem-solving questions require</td>
<td>1, 3, 4 &amp; 5</td>
</tr>
</tbody>
</table>
you to distinguish and select appropriate methods and models to achieve a solution. The short answer questions involve the need to summarise, define and explain the concepts and theories acquired.

<table>
<thead>
<tr>
<th>Duration</th>
<th>3 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>The final exam is conducted by the Student Centre in the formal examination period. See the Examinations and Results page on the University’s website, or access your personal exams timetable by logging into the eStudent Centre - Personal Exams Timetable for specific date, time and location closer to the examination period.</td>
</tr>
</tbody>
</table>

### How your final result is determined

To pass this unit, you need to demonstrate your attainment of each of the Intended Learning Outcomes.

Your overall mark in this unit will be determined by combining your results from each assessment task. These marks are combined to reflect the percentage weighting of each task. You need to achieve an overall score of at least 50% to successfully complete this unit. It is expected that you will seek help (from the unit coordinator in the first instance), well before the due date, if you are unclear about the requirements for an assessment task.

- PP (pass) at least 50% of the overall mark but less than 60%
- CR (credit) at least 60% of the overall mark but less than 70%
- DN (distinction) at least 70% of the overall mark but less than 80%
- HD (high distinction) at least 80% of the overall mark

All grades are provisional, until confirmation by the Assessment Board at the end of semester.
Submission of Assessment

Lodging Assessment Items
The act of submitting your assignment will be taken as certification that it is your own work.

Assignments must be submitted electronically through the relevant assignment tab in MyLO. You must ensure that your name, student ID, unit code, tutorial time and tutor's name (if applicable) are clearly marked on the first page. If this information is missing, the assignment will not be accepted and, therefore, will not be marked.

Where relevant, Unit Coordinators may also request you to submit a paper version of your assignment. You will be advised by the Unit Coordinator of the appropriate process relevant to your campus.

Please remember that you are responsible for lodging your assessment items on or before the due date and time. We suggest you keep a copy. Even in a perfect system, items sometimes go astray.

Requests for Extensions
In this Policy:

1. (a) ‘day’ or ‘days’ includes all calendar days, including weekends & public holidays;
   (b) ‘late’ means after the due date and time; and
   (c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in TSBE Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should be made in writing to the Unit Coordinator before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

Penalties for Late Submission
1. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

2. Assessment items submitted more than five (5) days late will not be accepted.

3. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.
Review of Results and Appeals

Review of Assessment is available to all students once the University has released the final result for a unit. If you are dissatisfied with your final result, you may apply to have it reviewed.

Review of Assessment consists of re-marking the final assessment item, checking the addition of all marks, and a check to ensure that all marks have been included in the final result.

Applications for a review of assessment are due within 10 working days of the release of the final result in the unit. If you have passed the unit you must pay a $50 fee.

If you wish to have a piece of internal assessment reviewed as part of the review process, please state this clearly on the application form referred to above and include that assessment item with your application.

Please read and follow the directions provided by the University at:


Academic Referencing

Before starting your assignments, you are advised to familiarise yourself with the following electronic resources.

The first is the Harvard Referencing System Style Guide, which can be accessed from the UTAS library: http://utas.libguides.com/referencing/Harvard. The Harvard style is the appropriate referencing style for this unit and the guide provides information on presentation of assignments, including referencing styles. 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 second is the Tasmanian School of Business and Economics’ Writing Assignments: A Guide, which can be accessed at: http://www.utas.edu.au/business-and-economics/student-resources/assignment-guide. This guide provides you with useful information about the structure and style of assignments in the TSBE.

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 how to maintain academic integrity.

The University library provides information on presentation of assignments, including referencing styles and should be referred to when completing tasks in this unit.
Please read the following statement on plagiarism. Should you require clarification please see your unit coordinator or lecturer.

Plagiarism
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. You may also find the Academic Honesty site on MyLO of assistance.

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.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see the Plagiarism and Academic Integrity page on the University web site or the Academic Honesty site on MyLO.

Academic Misconduct
Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in Ordinance 9: Student Discipline – Part 3 Academic Misconduct.
The University Behaviour Policy sets out behaviour expectations for all members of our University community including students and staff.

The aim in doing so is to ensure that our community members are safe, feel valued and can actively contribute to our University mission.

It is expected that community members behave in a manner that is consistent with our University values – respect, fairness and justice, integrity, trust, responsibility and honesty. There are also certain behaviours that are considered inappropriate, such as unlawful discrimination, bullying and sexual misconduct.

The accompanying University Behaviour Procedure sets out the process and avenues that University community members can access to resolve concerns and complaints regarding inappropriate behaviour by a University community member. Wherever possible, the focus will be on early intervention and a ‘restorative’ approach that creates awareness of inappropriate behaviour and its impact on others. However, in some cases, students who engage in inappropriate behaviour may be subject to disciplinary proceedings, which may impact upon continuation of their studies.

Students can seek support and assistance from the Safe and Fair Community Unit SaFCU@utas.edu.au or ph: 6226 2560.

Matters are dealt with in confidence and with sensitivity.
WHAT LEARNING OPPORTUNITIES ARE THERE?

**Resources**

**Required readings**

You will need the following text:


**Recommended readings**


In addition to the texts (or software) recommended above, students are also expected to be familiar with the key academic journals in the discipline from which useful insights may be derived. Financial planning is a dynamic area. Students are therefore urged to follow current events and developments in finance in the press. This includes reading the following periodical regularly (look for special student offers):

The Australian Financial Review ([www.afr.com](http://www.afr.com)),

The Economist ([www.economist.com](http://www.economist.com)),

The Financial Times ([www.ft.com](http://www.ft.com)),

The Wall Street Journal ([www.wsj.com](http://www.wsj.com)).

There are many resources on the web but be aware not all of them are worthwhile. Consult the leading textbooks for references.

Among academic journals look in *Journal of Finance, Journal of Applied Corporate Finance, Accounting and Finance*, and other journals that can be found in the library.

**Reading Lists**

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to the Reading Lists page on the University Library website.

**Equipment, materials, software, accounts**

Not applicable
### Activities

#### Learning 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.

**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.**

#### Details of teaching arrangements

**On campus Mode**

There is a 3 hour workshop 13 weeks per semester. Refer to the University timetable for times and venues and the Study Schedule at the end of this outline. The workshops will consist of 2 to 3 parts intertwining presentations and practical exercises, *activities, discussions and feedback sessions*. The sessions contain two or three presentations that fit within the theme of the workshop (15-20 minutes each) followed by a discussion and practical exercises (20-30 minutes each).

**Practical exercises, student activities, discussions and feedback sessions**

There is up to 90 minutes per session beginning in Week 1 for *practical exercises, student activities, discussions and feedback sessions*. It is very important that you complete all the relevant reading and attempt all the required exercises within your assigned group before attending each week’s workshop. Details of the practical exercises, activities and discussions are outlined in within the content of the next week’s Presentation Handout available on MyLO (see workshop schedule).

Failure to adhere to these requirements could result in lower presentation marks for your assigned group due to incomplete recording of your workshop participation.

The *practical exercises, student activities, discussions and feedback sessions* are designed to help ensure that you develop a fuller understanding of and an ability to use the material that is covered by the text and in presentations. The motivation for practical exercises, activities, discussions and feedback sessions assessment is to encourage students to prepare answers, attend workshops and contribute to class discussion.

Workshop participation/presentations/case study are worth **16%** of the final unit mark. This, along with the fact that set questions covered in workshops will be similar
in nature and difficulty to the problems in the end of semester exam, should provide sufficient incentive for students in their assigned groups to participate in workshops.

The **practical exercises, student activities, discussions and feedback sessions** are generally practical in nature and are important in aiding students' learning of the subject matter and in interpreting the calculations undertaken in problems. Only selected answers will be available for each workshop and photographing displayed answers in workshops will not be allowed. Articles from the financial press may also be provided for discussion in workshops.

**Practical exercises, student activities, discussions and feedback sessions** may be broken down into sub parts and questions may be asked that have not been specifically set for preparation, but nevertheless relate to the subject matter. This tests students' broader knowledge and their ability to apply the knowledge to the real world.

Solutions to **selected** practical exercises, student's activities, discussions and feedback sessions will be available on MyLO after the end of the respective session.

### Distance Mode

There are **Self Directed Learning Resources** for you to study independently in this Unit, each of which has a number of Topics within it. For each of the Topics there are narrated presentation that introduce key concepts. There are Activities, Recommended Readings and Case Studies for you to undertake. At least ten online tutorials will be conducted during the semester.

This unit is also being delivered on campus with workshop presentations and workshop solutions which will also be available for students review on MyLO.

You need to complete, **three on-line Tests, one assignment, application questions/case study and one final assessment** to pass this Unit (see Assessment section).

The Unit is planned to enable you to work at your own pace. It is important, however, to work consistently through the course materials. If there is any area of work that you do not understand, you should contact the Unit Coordinator immediately, and make sure you do not progress to the next Topic/Module without a thorough understanding of the previous one.

Encouraging you to study and learn independently is an important goal of university study. It is a feature of a reflective approach to learning where you reflect on what you are learning and how you plan your learning strategy.

It is not the aim of flexible delivery that you feel you must work through problems alone. The exchange of information and ideas is a very important part of your learning development. You will gain most benefit by staying in close contact with other students and with the Unit Coordinator via the Discussion and Mail facilities of MyLO.
All aspects of your work are expected to be of a high standard, both in academic content and quality of presentation. It is important to contact the Unit Coordinator immediately should you experience any difficulties.

Do not be reluctant to ask questions or contribute ideas, even if only partly formed, as these can often form a basis for very constructive interaction. Remember that the MyLO Discussions will be as interesting and useful as you make them.

The “Double L, Double R, Double D” approach

To get the most from this Unit, you should adopt the following approach:

- Locate the Topic on MyLO that must be done next;
- Listen to the PowerPoint Presentation;
- Read the Recommended Readings;
- Reflect on the concepts and issues that have been encountered;
- Discuss the concepts and issues with other students via MyLO; and
- Do the exercises that are provided for the Topic.

Throughout the Semester, your objective should be to gain a broad knowledge and understanding of the Topics that are covered in the various Modules contained in the Unit. Wherever possible, you should make extensive use of the MyLO Discussion Topics that have been provided for you to use. If you are geographically close to each other, you are encouraged to form local work groups.

Specific attendance/performance requirements*

In this unit, your active engagement will be monitored in the following way:

1. Attendance at weekly workshop (On Campus students)
2. Completion of weekly workshop preparations
3. Regular access and engagement with the unit website (all students);
4. Completion of quizzes on MyLO; and
5. Responses to application questions submitted to MyLO.

If you do not demonstrate evidence of having engaged actively with this unit by completing these two activities by Week 4 of semester, your enrolment may be cancelled or you may be withdrawn from the unit.

Work Health and Safety (WHS)

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 Work Health and Safety website and policy.
Communication

To keep up with announcements regarding this unit
Check the MyLO Announcement tool at least once every two days. The unit Announcement will appear when you first enter our unit’s MyLO site. Alternatively, click on the Announcement button (towards the top of the MyLO screen) at any time.

When you have a question
Other students may have the same question that you have. Please go to the Ask the Class Discussion forum on the unit’s MyLO site. Check the posts that are already there – someone may have answered your question already. Otherwise, add your question as a new topic. Students are encouraged to support each other using this forum – if you can answer someone’s question, please do. We will attempt to respond to questions within 48 business hours. If your question is related to a personal issue or your performance in the unit, please contact the appropriate teaching staff member by email instead.

When you have an issue that will impact on your studies or the submission of an assessment task
If you have a personal question related to your studies or your grades, please contact teaching staff by email.

For general questions about the unit, please add them to the Ask the Class Discussion forum on the unit’s MyLO site. This way, other students can also benefit from the answers.

Concerns and complaints
The University is committed to providing an environment in which any concerns and complaints will be treated seriously, impartially and resolved as quickly as possible. We are also committed to ensuring that a student may lodge a complaint without fear of disadvantage. If you have a concern, information about who to contact for assistance is available on the ‘How to resolve a student complaint’ page.

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 the unit coordinator in the first instance.

There is a range of University-wide support services available to you including Student Learning Support, Student Advisers, Disability Services, and more which can be found on the Student Support and Development page of the University website.

Should you require assistance in accessing the Library, visit their website for more information.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE BEGINNING</th>
<th>TOPIC/ACTIVITIES</th>
<th>RESOURCES/READINGS/FURTHER INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 July</td>
<td>Personal Financial Planning</td>
<td>On Campus students: Chpt. 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance and Ethics</td>
<td>Distance students: Topic 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22 July</td>
<td>Financial Planning Skills</td>
<td>On Campus students: Chpt. 1, 2 &amp; 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance and Ethics (cont.)</td>
<td>Distance students: Topics 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>29 July</td>
<td>Investment choices</td>
<td>On Campus students: Chpt. 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance students: Topics 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5 August</td>
<td>Non-Superannuation Investments</td>
<td>On Campus students: Chpt. 3, 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distance students: Topics 3, 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online test</td>
</tr>
<tr>
<td>5</td>
<td>12 August</td>
<td>Non-Superannuation Investments</td>
<td>On Campus students: Chpt. 7, 8,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Taxation</td>
<td>Distance students: Topic 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>19 August</td>
<td>Superannuation</td>
<td>On Campus students: Chpt. 10 &amp; 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Retirement</td>
<td>Distance students: Topic 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>26 August</td>
<td>Superannuation (cont.)</td>
<td>On Campus students: Chpt. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Retirement</td>
<td>Distance students: Topics 7 &amp; 8</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>On Campus students:</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>9 September</td>
<td>Social Security</td>
<td>On Campus students: Chpt. 11 &amp; 13</td>
</tr>
<tr>
<td></td>
<td>16 September</td>
<td>Social Security</td>
<td>On Campus students: Chpt. 13</td>
</tr>
<tr>
<td>10</td>
<td>23 September</td>
<td>Insurance and personal risk</td>
<td>On Campus students: Chpt. 9</td>
</tr>
<tr>
<td>11</td>
<td>30 September</td>
<td>Insurance and personal risk (cont.) General and Key Person</td>
<td>On Campus students: Chpt. 5 &amp; 6</td>
</tr>
<tr>
<td>12</td>
<td>7 October</td>
<td>Estate Planning</td>
<td>On Campus students: Chpt. 19</td>
</tr>
<tr>
<td>13</td>
<td>14 October</td>
<td>Review</td>
<td>On Campus students: Chpt. 15</td>
</tr>
</tbody>
</table>

**Mid-semester break: 2 September to 8 September (inclusive)**
The Tasmanian School of Business and Economics (TSBE) is currently in the process of applying for business accreditation with the Association to Advance Collegiate Schools of Business (AACSB) – the lead program for accrediting business schools globally. AACSB seeks to connect educators, students, and business to achieve a common goal – to create the next generation of business leaders.

By joining AACSB and going through the accreditation process, TSBE is joining a global alliance committed to improve the quality of business education around the world, and to share the latest innovations in business education. Gaining Business Accreditation with AACSB is a multi-year process involving TSBE demonstrating our performance against the 15 accreditation standards.

Once complete, TSBE will join a select community of accredited business schools, with only 7% of all business schools globally having completed the AACSB process. This will further enhance the reputation of TSBE, and further enhance the global recognition of your qualifications. To find out more about AACSB click here.