



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1202AFE</b>
<b>Course Name:</b>	<b>Financial Planning 1</b>
<b>Trimester:</b>	<b>Trimester 1, 2022</b>
<b>Program:</b>	<b>Associate Degree in Commerce and Business</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Sophia Bian</b>
<b>Document modified:</b>	<b>23 February 2022</b>

### Course Description

Financial Planning 1 is a 10 Credit Point course within the Associate Degree in Commerce and Business. The course is situated within the second year of the program. The Associate Degree in Commerce and Business is designed to provide students with a pathway to:

- further university studies in Commerce, Business and related degrees or
- direct employment

This course provides students with a broad overview of personal financial planning and what is required of a financial planner. It also provides students with an opportunity to practically apply the knowledge and skills learnt in this subject to a real-life financial planning task.

### Assumed Knowledge

There are no prerequisites for this course.

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Sophia Bian	<a href="mailto:sophia.bian@staff.griffithcollege.edu.au">sophia.bian@staff.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The aim of Financial Planning 1 is to develop a strong foundation for students wishing to study Financial Planning degree, as well as providing invaluable knowledge and skills in personal finance. The course is a pre-requisite for a number of courses in the Program, which further develop the knowledge and skills gained in this course. Upon completion of this course, students should have an understanding of the regulatory framework governing the Australian financial services industry and possess basic financial planning skills in investment advice and strategies, superannuation, risk management and insurance, taxation and estate planning. This is reflected in the learning outcomes below.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

#### 1. DEMONSTRATE ACHIEVEMENT OF THESE LEARNING OUTCOMES

- 1.1 Explain how financial planners are regulated and their legal obligations when providing advice to a client
- 1.2 Prepare and present a range of calculations to support client's goals
- 1.3 Calculate appropriate taxation strategies for a client
- 1.4 Assess the impact a client's risk tolerance, capacity for risk and investment timeframe have on your strategic investment recommendations
- 1.5 Recommend appropriate wealth creation and protection strategies for a client
- 1.6 Evaluate appropriate retirement and estate planning strategies for a client
- 1.7 Calculate a client's age pension entitlement and advise strategies for increasing the entitlement



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking			✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	✓



## 3. Learning Resources

### 3.1 Required Learning Resources

Lecture notes, notices and other issues relating to the course will be made available through the Griffith College portal. [Required Textbook & Resources:](#)

McKeown, W., Olynyk, M., Ciancio, L., La, D. Financial Planning, **Essentials edition**, John Wiley and Sons Australia: Ltd. *E-text and hard copy available.*

### 3.2 Recommended Learning Resources

If you are considering undertaking the Finance major, most finance courses involve problems requiring calculations. As many of these are solvable using a scientific calculator (addition, subtraction, division, multiplication, powers, square roots, logarithms and exponentials, statistical functions) you should make sure that you have access to such a calculator and its manual at the beginning of each course.

You will also find a range of statistical, scientific and financial functions in electronic spreadsheets like Microsoft Excel, and these are useful for the preparation of work where manual calculation is not strictly required or recommended.

You should also consider purchasing a financial calculator as these offer nearly all of the functions found in scientific calculators, as well as compound interest and discounting, amortization, bond pricing and yields and investment appraisal functions (including net present value and the internal rate of return). You will find these are of great benefit in your studies and future careers. Examples include the Casio FX-100AU Plus, Sharp EL733A and EL735, Hewlett-Packard HP 10bII, 12c, 12c Platinum and 17bII+ and Texas Instruments BA II Plus.

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






### Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
					
<b>Module 1: Introduction to Financial Planning</b>					
<b>1</b>	Personal Financial Planning  Financial Workbook 1	Videos 1202AFE Course Outline, Assessment Summary Prepare for in-class activities and discussion	Icebreakers Discussion: Personal Financial Planning		1.1
<b>2</b>	Financial Planning Skills Financial Workbook 2	Videos Prepare for in-class activities and discussion	Review: Personal Financial Discussion: Planning Financial Planning Skills		1.2
<b>Module 2: Taxation, Investment Planning and Risk Management</b>					
<b>3</b>	Taxation Planning	Videos Prepare for in-class activities and discussion	Review: Financial Planning Skills Discussion: Taxation Planning Practice quiz for week 4	Presentations	1.3

4	Goal setting / investment choices	Videos Prepare for in-class activities and discussion	Review: Taxation Planning Discussion: Goal setting/investment choices	Quiz: Introduction to Financial Planning 1 and 2 (10%)	1.4
5	Direct Investment. Investment in Managed Investment Schemes	Videos Prepare for in-class activities and discussion	Review: Goal setting/ Investment choices Discussion: Direct Investment/Investment in Managed Investment Schemes.	Presentations	1.2; 1.3; 1.4; 1.5
6	Risk Management & Insurance	Videos Prepare for in-class activities and discussion	Review: Direct Investment/Investment In Managed Investment Schemes Discussion: Risk management & Insurance	Presentations	1.3; 1.6
<b>Module 3: Other Essential Topics in Financial Planning</b>					
	Mid-trimester exam revision	Videos Prepare for in-class activities and discussion	Review: Risk management & Insurance Discussion: mid-trimester exam revision	Presentations	
7	Superannuation	Videos Prepare for in-class activities and discussion	Discussion: Superannuation Mid-trimester exam	Mid-trimester exam Presentations	1.2; 1.3; 1.4; 1.5; 1.7
8	Estate Planning	Videos Prepare for in-class activities and discussion	Review: Superannuation Discussion: Estate Planning	Presentations	1.3; 1.7
9	Social Security	Videos Prepare for in-class activities and discussion	Review: Estate Planning Discussion: Social Security	Presentations	1.8
10	Development of a Statement of Advice	Videos Prepare for in-class activities and discussion	Review: Social Security Discussion: Development of a Statement of Advice	Presentations	1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8
	Revision	Videos Prepare for in-class activities and discussion	Review: Development of a Statement of Advice Discussion: Final exam revision	Presentations	



## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Online Quiz	10%	Topics 1 and 2	Week 4
2	Mid-trimester exam	30%	Topics 3, 4, 5 and 6	Week 8
3	Presentation	20%	Topics 2-10	Weeks 3-12
4	Final Exam	40%	Topics 7, 8, 9 and 10	Exam week

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Online Quiz (10%)

**Task Type:** Quiz

**Due Date:** Week 4

**Weight:** 10%, Marked out of: 10

**Length: (if applicable)**

**Task Description:** The quiz is designed to test student's initial understanding of the course material. This assessment item will also identify students who perform poorly, so additional assistance can be provided.

The quiz questions will consist of true/false, multiple choice questions and short answer questions. The results of the quiz will be available under "Grades". The quiz will be held during learning experience. The feedback will be available in week 5 upon request.

**Criteria and Marking:** Refer to course site.

**Submission:** Online via the course site.

#### 2. Evidence of Learning Task 2: Mid Trimester Exam (30%)

**Task Type:** Open Book Examination

**Due Date:** Week 8

**Weight:** 30%, Marked out of: 30

**Length: (if applicable)** 1 hour 40 minutes

**Task Description:** Mid-trimester exam will cover Topics 3, 4, 5 and 6. It may include multiple choice questions, short answer questions, calculation questions and/or case study-based questions. The results of the mid-trimester exam will be available under "Grades". Feedback will be available in week 9 upon request.

**Criteria and Marking:** Refer to course site.

**Submission:** Online exam

#### 3. Evidence of Learning Task 3: Presentation (20%)

**Task Type:** Assignment – Presentation

**Due Date:** Weeks 3-12

**Weight:** 20%, Marked out of: 20

**Task Description:** Details: The set of questions which can be picked for presentation will be allocated for every week's tutorial and can be found on the course site. The students will be asked to pick a tutorial question from the options available

and present it during the learning experience. Every student will have to present only one (1) topic during the trimester. Every week there will be presentations, starting in week 3. By the end of week 2, all students MUST pick a question for the presentation. If the question is not be picked by the end of week 2, a question will be allocated to the student. The results of the presentations will be available under "Grades". The presentations will be held during the learning experience. Feedback will be available upon request after the grades are published on Portal.

**Criteria and Marking:** Students are assessed on topics 2, 3, 4, 5, 6, 7, 8, 9, 10.

**Submission:** Online during the Learning Experience.

#### 4. Evidence of Learning Task 4: Final Exam (40%)

**Task Type:** Examination

**Due Date:** Exam Week

**Weight:** 40%, Marked out of: 40

**Length: (if applicable)** 2 hours 30 minutes

**Task Description:** The exam will be conducted during the University examination period. It may include multiple choice questions, short answer questions, calculation questions and/or case study-based questions

**Criteria and Marking:** Students are assessed on topics 7, 8, 9, 10

**Submission:** Online

### 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

### 5.4 Other Information about Evidence of Learning

#### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

#### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

#### Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*



## 6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### **Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy**

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### **Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

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