ACCT 2542
CORPORATE FINANCIAL REPORTING
AND ANALYSIS

Course Outline
Semester 2, 2013

Part A: Course-Specific Information
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PART A. COURSE SPECIFIC INFORMATION

Note: This course outline needs to be read in conjunction with Part B: *Key Policies, Student Responsibilities and Support* which contains essential information on key policies, student responsibilities, special consideration requests and student resources.

1. STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer in-charge</td>
<td>Mr Jeffrey Knapp</td>
<td><a href="mailto:j.knapp@unsw.edu.au">j.knapp@unsw.edu.au</a></td>
<td>Quad 3103</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Sarowar Hossain</td>
<td><a href="mailto:s.hossain@unsw.edu.au">s.hossain@unsw.edu.au</a></td>
<td>Quad 3083</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dr Tami Dinh Thi</td>
<td><a href="mailto:t.dinhthi@unsw.edu.au">t.dinhthi@unsw.edu.au</a></td>
<td>Quad 3100</td>
</tr>
</tbody>
</table>

All questions regarding course administration should be directed to the Lecturer-in-charge Jeffrey Knapp.

When sending an email to a staff member please ensure you identify yourself clearly using both your student ID and your full name. Communications that use short hand and “SMS” language are not acceptable and you must communicate using English. It is important that any email communication is made from your University of New South Wales student account, not from another provider (i.e., Hotmail, Gmail, Yahoo, etc.). Emails from any other sources will not be answered. This rule is instituted to help protect the university email system from viruses.

Any email inquiry that can be answered by reading the course outline Parts A or B will not receive a reply email from the staff.

Tutorials are the primary forum for student questions but students may also raise questions with teaching staff during their consultation hours or using the course website on Blackboard.

Teaching staff prefer not to answer questions about course content through a chain of emails because it is difficult to identify student learning problems by email. Teaching staff will assist you in your learning of the course content in a person to person meeting, if necessary. Consultation times will be available on the Blackboard course site under “staff contacts”.

2. COURSE DETAILS

2.1. Teaching Times and Locations

ACCT 2542 follows a 12 in 13 weeks teaching structure. There are 12 lectures in the weeks beginning 29 July 2013 to 21 October 2013. There are 12 tutorials in the weeks beginning 5 August 2013 to 28 October 2013.

Lecture times and locations are as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2 pm – 4 pm</td>
<td>Physics Theatre</td>
</tr>
<tr>
<td>Monday</td>
<td>6 pm – 8 pm</td>
<td>Central Lecture Block 8</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10 am – 12 pm</td>
<td>Burrows Theatre</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2 pm – 4 pm</td>
<td>Matthews Theatre B</td>
</tr>
</tbody>
</table>
ACCT 2542 is NOT a correspondence course. Student engagement at lectures is an essential learning and teaching activity.

Tutorial times and locations must be registered for using the MyUNSW system. You must attend your nominated tutorial group throughout the semester. Tutors will not allow unregistered students to attend their classes except in Week 10.

**Attendance at tutorial classes is recorded. Non-attendance at tutorials indicates disengagement from a key learning activity and may be taken into consideration by the lecturer-in-charge when reviewing a student’s performance in the course.**

Monday 7 October 2013 (Week 10) is a public holiday. In this week, students with a Monday lecture or tutorial time should attend another class.

### 2.2. Units of Credit

This course is 6 units of credit.

### 2.3. Summary of Course

This course introduces students to the corporate accounting and the external financial reporting environment. The focus throughout the course is on the preparation of general purpose financial reports that comply with the *Corporation Act, 2001* (Cth) and accounting standards issued by the Australian Accounting Standards Board (AASB).

The course begins by covering the regulatory environment in which general purpose financial statements are prepared. It then covers the conceptual framework, principles of disclosure and requirements for the presentation of the financial statements, measurement principles applied in the preparation of financial statements, accounting for income taxes, non-current tangible and intangible assets. We then consider business combinations and impairment as an introduction to the main topic of the course which is consolidation accounting. A primary objective of the course is for students to gain an understanding of how to prepare consolidated financial statements. The next topic is accounting for investments in associates. The course concludes with an overview of insolvency and liquidation

### 2.4. Course Aims and Relationship to Other Courses

This course requires the study of generally accepted accounting practice. We educate students in the practice of external financial reporting so students develop an understanding of how to prepare financial statements and notes to the statements for listed public companies. This course has three high-level aims.

The first aim is to provide students with the concepts and experiences necessary for them to understand the preparation and use of company financial statements in their future careers whether as financial accountants, company executives, taxation officers, auditors, financial analysts, actuaries, legal advisors or academics.

The second aim is to instil in students the way of thinking and the way of doing of the corporate financial accountant through a structured approach to examining accounting requirements and applying those requirements to problem solving. It is expected that students will develop their technical financial accounting knowledge through course training and individual practice.
The third aim is to challenge students to think critically about corporate financial reporting by fostering an appreciation of both the rationale of financial accounting techniques and the issues that arise in their practical application.

ACCT2542 is offered by the School of Accounting and may form part of an accounting major, double major or disciplinary minor within the Bachelor of Commerce or Bachelor of Economics degrees. In order to enrol in ACCT2542, a student must have successfully completed ACCT1511 Accounting and Financial Management 1B. ACCT2542 is included in the core curriculum studies required by CPA Australia and the Institute of Chartered Accountants in Australia and is accredited by the Institute of Actuaries of Australia.

It is assumed that students know the basic double-entry recording system with its use of debits and credits. If you need to revise your knowledge in this area, please consult the text for ACCT 5930 (K. Trotman & M. Gibbins, Financial Accounting: An Integrated Approach, 4th ed., Cengage Learning, 2009, Ch. 1 to 5). Another good reference is D. Kieso, N. Fargher, V. Wise, J. Weygandt and T. Warfield, Fundamentals of Intermediate Accounting, Wiley, 2008, Ch. 3.

2.5. Course Learning Outcomes for students

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

Following satisfactory completion of this course, you should be able to:

1. Describe the financial reporting requirements that apply to Australian companies and the accounting standard setting process and regulatory framework.

2. Prepare appropriately classified financial statements for a company in accordance with Australian Accounting Standards AASB 101, 108, 107 and 110, including the statement of profit or loss and other comprehensive income, the statement of financial position, the statement of changes in equity and the statement of cash flows.

3. Account for income tax in accordance with Australian Accounting Standard AASB 112.


5. Prepare consolidated financial statements for a corporate group through application of the main provisions in Australian Accounting Standards AASB 3, 127 and 128.

6. Analyse the impact of the accounting choices made by directors and managers and think constructively and critically about accounting developments at the national and international level with an ability to take a leadership role and express a public interest viewpoint.

Detailed learning objectives for each week that are designed to assist you to achieve the six CLOs are set out below at Section 7.
CLOs also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

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**ASB Undergraduate Program Learning Goals and Outcomes**

1. **Knowledge:** Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. **Critical thinking and problem solving:** Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication:** Our graduates will be effective professional communicators.
   You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. **Teamwork:** Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.
2.6. ASB Graduate Attributes

The following table shows how the CLOs relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other teaching and learning activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes (CLOs)</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all ASB undergraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome may be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>CLOs 1 - 6</td>
<td>• Tutorial engagement • Online tests • Final Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>CLOs 2-6</td>
<td>• Tutorial engagement • Online tests • Final Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>CLOs 1-6</td>
<td>• Tutorial engagement • Final Exam</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>CLOs 1-6</td>
<td>• Tutorial engagement • Group Presentations in teams of 4 students</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>CLOs 2-6</td>
<td>• Tutorial engagement • Group Presentations in teams of 4 students</td>
</tr>
<tr>
<td>5a Ethical, environmental and sustainability responsibility</td>
<td>Not specifically addressed in this course.</td>
<td></td>
</tr>
<tr>
<td>5b Social and cultural awareness</td>
<td>Not specifically addressed in this course.</td>
<td></td>
</tr>
</tbody>
</table>

3. LEARNING AND TEACHING ACTIVITIES

3.1. Approach to Learning and Teaching in the Course

Successful study of ACCT 2542 requires discipline, persistence, diligence but, most of all, your engagement with the teaching and learning activities.

At university, the focus is on your self-directed search for knowledge. Lectures, tutorials, assignment questions, reading materials, other resources and assessment tasks are designed to help you learn. The aim is provide you with a flexible but directed learning approach.

3.2. Student Engagement

Learning occurs inside the classroom in lectures and tutorials. Students are expected to attend all their registered lectures and tutorials. Students who routinely miss classes
miss a crucial learning activity, i.e., teachers or instructors actively demonstrating financial accounting techniques.

Learning occurs outside the classroom through reading learning materials and completing assessment tasks including writing answers to homework questions and on-line tests. Learning can also occur in self-study group meetings, group work and individual consultation with teaching staff or other students.

Engage with the learning materials, attend lectures, and participate in tutorials. Discuss concepts and issues with other students to assist your learning. Students should ask questions and/or raise issues throughout the semester in order to obtain feedback that is additional to feedback from assessment tasks.

3.3. Inside the Classroom: Lectures

Lectures with large groups of students introduce and explain concepts critical to the core topics. Lecturers demonstrate how the techniques of corporate financial reporting are applied by working though practical examples. Pay attention for those moments in the lecture where the lecturer adds strong emphasis by repeating the same point or by otherwise highlighting the main ideas.

All lecture notes are available on Blackboard but they are NOT a complete record of lectures or a substitute for assigned readings. Students should try to review the relevant lecture notes before attending lectures if possible as the first step to their learning. Lectures are not recorded or videoed.

3.4. Inside the Classroom: Tutorials

Tutorials provide students with a regular small group forum to interact with teaching staff to discuss the issues encountered when reviewing practical questions and attempting the homework questions.

The benefits of tutorials are fully realised when students prepare in advance. At a minimum, preparation for the tutorial should include a first reading of the assigned textbook chapters for the week and completion of the assigned homework questions to the best of your ability.

Students must bring a copy of the week’s homework questions to their tutorial together with their best attempt at answering those questions.

3.5. Outside the Classroom: Self Study

Self study is a key element of the learning design of the course. The benefits of lectures and tutorials are fully realised when students prepare in advance. The preparation for each should include the following:
1. a quick first read of the textbook chapters
2. review of the textbook chapter powerpoint slides
3. review all of the questions and answers available on Blackboard
4. a handwritten attempt at homework questions

There are two learning approaches here.

You learn inductively or learn by example when reviewing questions and answers. The observed solution is the starting point to learning inductively. Students may use the
solution to establish or deduce what techniques have been followed to generate the answer.
You learn deductively when you attempt homework questions without reference to the answer. In this case, it is necessary to reflect on the logic needed or the techniques or processes that are necessary to generate an answer. What are you trying to achieve? What information is needed to produce the answer? What should be done first, second, etc. Learning deductively is very important to your development as an accounting professional because most of the problems encountered in this business do not already have the answers provided.

Making mistakes and getting stuck is a natural part of the learning process in financial accounting. When you can’t understand a solution, or are unable to complete a question without the solution, timely action is needed to clear the roadblock in your understanding. Consult other students, raise your difficulties during tutorials and, if still unclear, consult teachers during their consultation hours.

Completing some handwritten work throughout the semester without the solution also provides students with timely feedback on their progression with course topics.

4. ASSESSMENT

4.1. Formal Requirements

The following are required to pass the Course:

(a) Achieve a composite mark on all assessment tasks of at least 50%;
(b) Achieve a satisfactory level of performance in the final exam. This usually means a minimum mark of 50%. Any student having an overall mark of 50 or more but less than 50% in the final exam may be given a UF grade (unsatisfactory fail) or be asked to sit a supplementary final exam, depending on the individual's circumstances;
(c) Satisfactory attendance at tutorials

A “pass conceded” (PC) grade may only be granted by the Australian School of Business Assessment Committee, and NOT by the Head of School of Accounting or the Lecturer-in-charge of this Course.

Students who fail to attend more than three tutorials without mitigating circumstances may be asked to withdraw from the Course prior to the final exam.
4.2. Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Date/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Engagement</td>
<td>10%</td>
<td>50 mins per week Written work participation</td>
<td>Weeks 2-13 in the registered class only</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td>5-10 minutes duration</td>
<td>Weeks 2-13 in registered class only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(available for 50 mins)</td>
<td></td>
</tr>
<tr>
<td>On-line Tests</td>
<td>20%</td>
<td>No official time limit</td>
<td>Refer section 4.5</td>
</tr>
<tr>
<td>Final examination</td>
<td>60%</td>
<td>2 hours plus 10 minutes reading time</td>
<td>To be announced</td>
</tr>
</tbody>
</table>

TOTAL 100%*

4.3. Tutorial Engagement (10%)

Tutorial engagement includes two components as follows:
1) Providing evidence that homework questions has been attempted before the tutorial begins
2) Contribution to class discussion

Reading and attempting the homework questions before the tutorial is important because it requires students to perform a similar activity to the final exam, i.e. to read and interpret questions and use the information provided to prepare written answers.

Students are usually required to prepare hand written work for one review question and one practice question for each tutorial. Students must stand ready to confirm that they have done hand written work for each tutorial and to produce the evidence as and when required by their tutor.

The assessment component for contribution to class discussion is directed to oral communication skills and teamwork. A key purpose of tutorials is to allow students to interact with a teacher/instructor and each other.

Every student is required to display their first name prominently on their desk using a piece of cardboard to facilitate class interaction.

Tutorial engagement will be determined using the following guidelines:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Irregular homework and no class participation</td>
</tr>
<tr>
<td>2</td>
<td>Irregular homework and some participation in class discussion.</td>
</tr>
<tr>
<td>4</td>
<td>Regular homework and no class participation</td>
</tr>
<tr>
<td>6</td>
<td>Regular homework and some participation in class discussion.</td>
</tr>
<tr>
<td>8</td>
<td>Regular homework and regular participation in class discussion</td>
</tr>
<tr>
<td>10</td>
<td>Regular homework and leadership in class discussion</td>
</tr>
</tbody>
</table>

To qualify as a contribution to class discussion the questions or issues raised have to be relevant or meaningful. Comments that are genuinely given but incorrect may still score because wrong answers often assist us to focus on what is the right answer.
4.4. Group Presentation (10%)  

The assessment component for group presentations is directed to the development of oral communication skills and teamwork. Each tutorial will be divided into 11 subgroups of two or three students. Each subgroup is required to prepare and present their answer to the nominated presentation question for the tutorial.

The group presentations should be delivered within 5 to 10 minutes at the beginning of the tutorial. Each member should present or have something to say during the presentation. Each member will receive the same mark provided they actively contribute. Your tutor will then expect the members of the subgroup to assist with the remainder of the tutorial as and when required.

The group presentations will be marked out of ten using the following guidelines:

<table>
<thead>
<tr>
<th></th>
<th>2 Use of relevant concepts or techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Well prepared and structured presentation</td>
</tr>
<tr>
<td></td>
<td>2 The key issues on how to answer the question are dealt with</td>
</tr>
<tr>
<td></td>
<td>4 Knowledge and assistance for the remainder of the tutorial</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>10 Maximum mark</td>
</tr>
</tbody>
</table>

4.5. On-Line Tests (20%)  

The assessment task of on-line tests is designed to provide students with regular feedback during the semester about their knowledge of course material.

Four on-line tests will be conducted during the semester. The coverage of the tests and the deadlines for completion are shown in the following table:

<table>
<thead>
<tr>
<th>Test (Week)</th>
<th>Topics</th>
<th>Test opens (begin of day)</th>
<th>Test deadline (end of day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (4)</td>
<td>chapters 1, 2, 3, 6, 12, 13, 14</td>
<td>21 August</td>
<td>25 August</td>
</tr>
<tr>
<td>2 (7)</td>
<td>chapters 5, 7, 9, 10, 11, 15, 16</td>
<td>11 September</td>
<td>15 September</td>
</tr>
<tr>
<td>3 (10)</td>
<td>chapters 17, 18, 19</td>
<td>2 October</td>
<td>6 October</td>
</tr>
<tr>
<td>4 (13)</td>
<td>chapters 4, 20, 21</td>
<td>30 October</td>
<td>3 November</td>
</tr>
</tbody>
</table>

Each on-line test will be open for approximately five days and must be completed by the deadline or the marks for that test are forfeited.

The four on-line tests will be a mixture of multiple choice questions and other questions that require students to enter data.

On average, each on-line test should take between 60 to 75 minutes to complete but there is no official time limit. Only one attempt per question is accepted. Answers will be available to students after the closing date.

The questions in the on-line tests are not necessarily of equal value. The marks for all questions across the four on-line tests will be aggregated and converted into a score out of 20%.  

ACCT 2542 Corporate Financial Reporting and Analysis
Further information about the on-line tests will be emailed to students shortly after the semester begins.

4.6. Final Exam (60%)

The final exam is the main assessment task.

The final exam will potentially cover material from all course topics. Students should pay particular attention to the following:

- “Learning Objectives by Week” at section 7 of the course outline
- Homework questions covered in tutorials.

**Questions on the topic of consolidation accounting will account for the majority of the marks in the final exam.**

The final exam may be a mix of multiple choice questions, written questions that require writing journals and completing worksheets or written questions that require discussion and analysis.

The final exam is closed book. You **MUST** bring pen, pencils, calculator and your student ID card to the final exam.

The date and time of the final exam will be announced by the University at a later date.

The formal requirements for assessment in ACCT 2542 make it clear that students who score less than 40/100 in the final exam should not expect a passing grade in the course.

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**Quality Assurance**

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

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5. COURSE EVALUATION AND DEVELOPMENT

Each semester feedback is sought from students and other stakeholders (e.g., employers, professional organisations) about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm).

Students are encouraged to complete course evaluations on-line to provide overall feedback about the course in general and make constructive comments concerning how we could improve the course. As a result of this feedback the course has been redesigned to include on-line tests to provide more regular feedback for students.

Student feedback is gathered informally through teacher-student interactions during the semester. This feedback is valuable because it enables teachers to respond to student needs during the semester. For example, the lecturer may decide to revisit an issue in lectures that some students have not understood. Your constructive criticism is
welcomed and you can direct any feedback outside the CATEI process to the Lecturer-in-charge.

6. COURSE RESOURCES

6.1 Prescribed Textbook

Title: Company Accounting 9th Edition 2012 + WileyPLUS Access Code
Authors: Ken J. Leo, John Hoggett, John Sweeting
ISBN: 9780730304326
Publisher: John Wiley & Sons Australia

6.2 Blackboard eLearning Support

A course website will be maintained. You must be enrolled in the course to access the website. The website will contain the full course outline, announcements, textbook powerpoints, before tutorial questions and solutions, and homework solutions for each week. To access the Blackboard online support site, follow the links from www.elearning.unsw.edu.au to UNSW Blackboard Support/Support for Students. For additional technical support, email: itservicecentre@unsw.edu.au; Phone: 9385-1333.

The course website on Blackboard will also include a discussion board that allows students to ask questions about course content.

6.3 Useful Internet Websites

1. www.aasb.com.au (Australian Accounting Standards Board – all the AASB’s current pronouncements can be downloaded from this site along with pending standards based on IASB standards and Exposure Drafts of proposed standards and other documents)
2. www.iasb.org.uk (International Accounting Standards Board – IASB standards can be downloaded from this site)
3. www.iasplus.com (IAS Plus is a site providing news and commentary on international accounting standards – service of Deloitte Touche Tohmatsu)
5. www.cpaaustralia.com.au (CPA Australia)
7. www.asic.gov.au (Australian Securities and Investments Commission)
10. Australian corporate annual reports are available from Connect 4 and Datanalysis databases on the UNSW library web site (www.library.unsw.edu.au), and also from www.EquitiesInfo.com.au.
11. www.ey.com/au (provides a model set of financial statements applying AIFRS)
12. www.kpmg.com.au (provides a model set of financial statements applying AIFRS)
13. www.pwcglobal.com/au
### 7. Learning Objectives by Week (Tick Them Off As You Go)

<table>
<thead>
<tr>
<th>WEEK 1: July 29/31</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>chapter 1 Nature and regulation of companies</strong></td>
<td></td>
</tr>
<tr>
<td>• discuss the different types of companies which may be formed under the <em>Corporations Act</em> (p. 3)</td>
<td></td>
</tr>
<tr>
<td>• describe the current arrangements for establishing accounting standards in Australia (p. 14)</td>
<td></td>
</tr>
<tr>
<td>• discuss the roles played by the Australian Securities and Investments Commission (ASIC), the Australian Securities Exchange Limited (ASX) (p. 23)</td>
<td>Important</td>
</tr>
<tr>
<td>• analyse the concepts of general-purpose financial reporting and the reporting entity (p. 26)</td>
<td></td>
</tr>
<tr>
<td><strong>chapter 2 Financing company operations</strong></td>
<td>Important</td>
</tr>
<tr>
<td>• account for the issue of shares fully subscribed, and payable in full or by instalments (p. 36)</td>
<td></td>
</tr>
<tr>
<td>• account for undersubscriptions and oversubscriptions of shares (p. 42)</td>
<td></td>
</tr>
<tr>
<td>• account for the forfeiture and reissue of shares (p. 45)</td>
<td></td>
</tr>
<tr>
<td>• account for underwriting and other share issue costs and formation costs (p. 48)</td>
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<tr>
<td>• account for the buy-back of shares (p. 60)</td>
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<tr>
<td><strong>chapter 3 Company operations</strong></td>
<td>Important</td>
</tr>
<tr>
<td>• describe the nature of the elements of financial statements, i.e. assets, liabilities, equity, income and expenses (p. 89)</td>
<td></td>
</tr>
<tr>
<td>• describe the recognition criteria for recording the elements in the accounting system (p. 96)</td>
<td>Important</td>
</tr>
<tr>
<td>• explain the nature of dividends and how to account for the declaration and payment of dividends (p. 105)</td>
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<tr>
<td>• describe the nature of reserves and how they are established and reduced (p. 110)</td>
<td>Important</td>
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</table>

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<thead>
<tr>
<th>WEEK 2: August 5/7</th>
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<tbody>
<tr>
<td><strong>chapter 12 Disclosure: legal requirements and accounting policies</strong></td>
<td>Important</td>
</tr>
<tr>
<td>• describe how accounting policies and changes to accounting policies are disclosed (p. 576)</td>
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<tr>
<td>• describe how changes in accounting estimates are accounted for and disclosed (p. 586)</td>
<td>Important</td>
</tr>
<tr>
<td>• describe how prior period errors arise, and how they are accounted for and disclosed (p. 588)</td>
<td>Important</td>
</tr>
<tr>
<td>• explain the difference between types of events occurring after the end of the reporting period and how they are to be treated in the financial statements (p. 593).</td>
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</tr>
<tr>
<td><strong>chapter 13 Disclosure: presentation of financial statements other than statement of cash flows</strong></td>
<td>Important</td>
</tr>
<tr>
<td>• describe what constitutes a complete set of financial statements (p. 609)</td>
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<tr>
<td>• prepare the statement of financial position and describe the information to be presented either in the statement or in the notes (p. 614)</td>
<td>Important</td>
</tr>
<tr>
<td>• prepare the statement of profit or loss and other comprehensive income and describe the information to be presented either in the statement or in the notes (p. 623)</td>
<td>Important</td>
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<tr>
<td>• describe the information to be presented either in the statement of changes in equity or in the notes (p. 635)</td>
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<tr>
<td><strong>chapter 14 Disclosure: statement of cash flows</strong></td>
<td>Important</td>
</tr>
<tr>
<td>• describe the general format for the statement of cash flows (p. 674)</td>
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<tr>
<td>• define the concept of cash in accordance with the accounting standard (p. 677)</td>
<td></td>
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<tr>
<td>• classify cash inflows and cash outflows into operating, investing and financing activities (p. 678)</td>
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<tr>
<td>• prepare a statement of cash flows using the direct method by analysis of accrual accounting records (p. 680)</td>
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<thead>
<tr>
<th>WEEK 3: August 12/14</th>
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</thead>
<tbody>
<tr>
<td><strong>chapter 6 Accounting for company income tax</strong></td>
<td>Red Alert</td>
</tr>
<tr>
<td>• describe differences between the accounting treatments and tax treatments for several common economic transactions and events (p. 221)</td>
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</tr>
<tr>
<td>• prepare a current tax worksheet to determine the journal entry for an entity’s current tax liability (p. 224)</td>
<td>Red Alert</td>
</tr>
<tr>
<td>• calculate an entity’s deferred tax liabilities (assets) based on the future tax consequences of an entity’s transactions, as a result of temporary differences between the entity’s carrying amounts and tax bases for assets and liabilities (p. 226)</td>
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</tr>
<tr>
<td>• prepare a deferred tax worksheet to determine the journal entry for deferred tax assets and liabilities (p. 237)</td>
<td></td>
</tr>
</tbody>
</table>
**WEEK 4: August 19/21**

**chapter 5 Fair value measurement**
- describe the key characteristics of the term ‘fair value’ (p. 183)
- explain the steps in determining the fair value of non-financial assets (p. 188)
- discuss the issues associated with the measurement and use of fair values (p. 208)

**chapter 7 Property, plant and equipment**
- describe the nature of property, plant and equipment (p. 274)
- explain the alternative ways in which property, plant and equipment can be measured subsequent to initial recognition (p. 283)
- prepare journal entries to account for the revaluation of property, plant and equipment (p. 291)

**chapter 9 Intangible assets**
- describe the key characteristics of an intangible asset (p. 394)
- explain the criteria relating to the initial recognition of intangible assets and their measurement at point of initial recognition, distinguishing between acquired and internally generated intangibles (p. 404)
- explain how to measure intangibles subsequent to initial recognition, including the principles relating to the amortisation of intangibles (p. 414)

**WEEK 5: August 26/28**

**chapter 10 Business combinations**
- explain the basic steps in the acquisition method of accounting for business combinations (p. 446)
- describe how to recognise and measure the assets acquired and liabilities assumed in a business combination (p. 451)
- account for a business combination in the records of the acquirer (p. 457)
- prepare an acquisition analysis and account for the recognition of goodwill or gain from bargain purchase (p. 462)

**chapter 11 Impairment of assets**
- describe when to undertake an impairment test (p. 515)
- explain how to undertake an impairment test for an individual asset (p. 517)
- identify a cash-generating unit, and account for an impairment loss for a cash-generating unit (p. 525)
- apply the impairment model to a cash generating unit and account for the impairment of goodwill (p. 532)

**WEEK 6: September 2/4**

**chapter 15 Consolidation: controlled entities**
- explain the meaning of consolidated financial statements (p. 736)
- discuss the meaning and application of the criterion of control (p. 739)
- discuss which entities should prepare consolidated financial statements (p. 745)

**chapter 16 Consolidation: wholly owned subsidiaries**
- prepare an acquisition analysis for the parent’s acquisition in a subsidiary (p. 763)
- prepare the worksheet entries at the acquisition date, being the business combination valuation entries and the pre-acquisition entries (p. 767)
- prepare the worksheet entries in periods subsequent to the acquisition date, adjusting for movements in assets and liabilities since acquisition date and dividends from pre-acquisition equity (p. 773)

**WEEK 7: September 9/11**

**chapter 17 Consolidation: intragroup transactions**
- prepare worksheet entries for intragroup transactions involving profits and losses in beginning and ending inventory (p. 820)
- prepare worksheet entries for intragroup transactions involving profits and losses on the transfer of property, plant and equipment in both the current and previous periods (p. 827)
- prepare worksheet entries for intragroup transactions involving transfers from inventory to property, plant and equipment and from property, plant and equipment to inventory (p. 831)
- prepare worksheet entries for intragroup services such as management fees (p. 834)
- prepare worksheet entries for intragroup dividends (p. 835)
- prepare worksheet entries for intragroup borrowings (p. 838)
## WEEK 8: September 16/18

**chapter 18 Consolidation: non-controlling interest**
- discuss the nature of the non-controlling interest (NCI) (p. 874)
- describe the difference between the full goodwill method and partial goodwill method (p. 878)
- describe how to calculate the NCI share of equity (p. 884)
- prepare worksheet entries for the NCI share of equity at acquisition date (p. 884)
- prepare worksheet entries for the NCI share of equity subsequent to acquisition date (p. 891)
- explain how the calculation of the NCI is affected by the existence of intragroup transactions (p. 897)

## Important
- Red Alert

## WEEK 9: September 23/25

**chapter 19 Consolidation: other issues**
- explain the difference between direct non-controlling interest (DNCI) and indirect non-controlling interest (INCI) (p. 938)
- prepare worksheet entries for the NCI share of equity in a sequential acquisition situation when there is DNCI and INCI (p. 939)

## Important
- Red Alert

## WEEK 10: October 9

**chapter 20 Accounting for investments in associates**
- apply the criteria for identifying associates (p. 1004)
- explain the rationale for the equity method and its application (p. 1006)
- prepare journal entries to apply the equity method in basic scenarios including for dividends (p. 1008 and p.1013)
- prepare journal entries to apply the equity method including adjusting for fair value differences at acquisition date (p. 1010)
- prepare journal entries to apply the equity method adjusting for the effects of inter-entity transactions (p. 1020)

## Important
- Red Alert

## WEEK 11: October 14/16

- explain what is meant by the term corporate governance (p. 148)
- describe the role of regulators and regulation in corporate governance (p. 153)
- describe the major duties of officeholders and directors (p. 157)
- identify the main corporate governance issues that face listed companies (p. 163)
- describe the implications of corporate governance for accountants (p. 170)

## Important

## WEEK 12: October 21/23

- describe the meaning of insolvency and identify the requirements imposed on an administrator of an insolvent company (p. 1052)
- describe the duties and powers of a liquidator
- describe the different accounts that a liquidator is required to keep (p. 1071)
- discuss recent newspaper criticisms about financial reporting and regulation in Australia raised by Knapp

## Important
### 8. Course Schedule: Based on Leo, Hoggett & Sweeting Textbook

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Topics &amp; Textbook Readings</th>
<th>Before Tutorials Q &amp; A (On Blackboard)</th>
<th>Tutorials</th>
<th>Tutorial Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>chapter 1</td>
<td>chapter 1</td>
<td>RQs 3, 13, 14</td>
<td>Week 2</td>
</tr>
<tr>
<td>29 July</td>
<td>Nature &amp; regulation of companies</td>
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<td>Homework Collection</td>
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<tr>
<td>31 July</td>
<td>chapter 2</td>
<td>chapter 2</td>
<td>RQs 1, 3, 5, 7, 9, 14</td>
<td>Week 2</td>
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<tr>
<td></td>
<td>Financing company operations</td>
<td></td>
<td>PQs 2.1, 2.2</td>
<td>chapter 3 CS 4</td>
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<td></td>
<td>chapter 3</td>
<td>chapter 3</td>
<td>RQs 9, 10, 12, 13, 14</td>
<td>Week 2</td>
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<tr>
<td></td>
<td>Company operations</td>
<td>PQs 3.13</td>
<td></td>
<td>chapter 3 PQ 3.11</td>
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<tr>
<td>Week 2</td>
<td>chapter 12</td>
<td>chapter 12</td>
<td>RQs 3, 9, 10,</td>
<td>Week 3</td>
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<tr>
<td>5 Aug</td>
<td>Disclosures: legal requirements and accounting policies</td>
<td></td>
<td>PQs 12.1, 12.3, 12.4</td>
<td>chapter 12 RQ 15</td>
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<td>7 Aug</td>
<td>chapter 13</td>
<td>chapter 13</td>
<td>PQs 13.9, 13.10</td>
<td>Week 3</td>
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<td>Disclosures: presentation of financial statements</td>
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<td>chapter 13 PQ 13.14</td>
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<td>chapter 14</td>
<td>chapter 14</td>
<td>RQs 2, 4, 9, 11</td>
<td>Week 3</td>
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<td>Disclosures: statement of cash flows</td>
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<td>PQs 14.6, 14.9</td>
<td>Group 1 Presentation</td>
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<tr>
<td>Week 3</td>
<td>chapter 6</td>
<td>chapter 6</td>
<td>RQs 4, 5, 6</td>
<td>Week 4</td>
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<tr>
<td>12 Aug</td>
<td>Accounting for company income tax</td>
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<td>PQs 6.4, 6.9, 6.15</td>
<td>chapter 6 RQ 1</td>
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<tr>
<td>14 Aug</td>
<td>chapter 5</td>
<td>chapter 5</td>
<td>RQs 1, 3, 8, 12, 14</td>
<td>Week 5</td>
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<td>Fair value measurement</td>
<td>chapter 5</td>
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<td>chapter 5 CS 1</td>
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<td>chapter 7</td>
<td>chapter 7</td>
<td>PQ 7.2</td>
<td>Week 5</td>
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<td>Property, plant and equipment</td>
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<td>chapter 7 PQ 7.1</td>
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<td>chapter 9</td>
<td>chapter 9</td>
<td>RQs 1, 3, 6, 7, 8</td>
<td>Group 3 Presentation</td>
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<td>Intangible assets</td>
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<td>chapter 9 PQ 9.11</td>
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<tr>
<td>Week 5</td>
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<td>chapter 10</td>
<td>RQs 1, 2, 7, 8</td>
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<td>26 Aug</td>
<td>Business combinations</td>
<td>chapter 10</td>
<td>PQs 10.1, 10.6</td>
<td>Homework Collection</td>
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<td>28 Aug</td>
<td>chapter 11</td>
<td>chapter 11</td>
<td>RQs 1, 3, 4, 5, 6, 7</td>
<td>Week 6</td>
</tr>
<tr>
<td></td>
<td>Impairment of assets</td>
<td>chapter 11</td>
<td>PQs 11.1, 11.5</td>
<td>chapter 10 PQ 10.13</td>
</tr>
<tr>
<td>Week 6</td>
<td>chapter 15</td>
<td>chapter 15</td>
<td>RQs 1, 2, 3, 4</td>
<td>Week 7</td>
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<tr>
<td>2 Sept</td>
<td>Consolidation: controlled entities</td>
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<tr>
<td>4 Sept</td>
<td>chapter 16</td>
<td>chapter 16</td>
<td>RQs 1, 6, 8</td>
<td>Week 7</td>
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<td>Consolidation: wholly owned subsidiaries</td>
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<td>PQs 16.1, 16.14, 16.15</td>
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ACCT 2542 Corporate Financial Reporting & Analysis
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<thead>
<tr>
<th>Lectures</th>
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<tbody>
<tr>
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<td>Week 8</td>
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<tr>
<td>9 Sept</td>
<td>Consolidation: intra-group transactions</td>
<td>16 Sept</td>
<td>17 Sept</td>
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<td>11 Sept</td>
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<td>20 Sept</td>
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<tr>
<td>Week 8</td>
<td>chapter 18</td>
<td>chapter 18 RQs 1, 3, 6, 7, 8 PQs 18.2, 18.4, 18.5</td>
<td>Week 9</td>
<td>Homework Collection chapter 18 RQ 12 chapter 18 PQ 18.1</td>
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<tr>
<td>16 Sept</td>
<td>Consolidation: non-controlling interest</td>
<td>23 Sept</td>
<td>24 Sept</td>
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<td>18 Sept</td>
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<td>27 Sept</td>
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<tr>
<td>Week 9</td>
<td>chapter 19</td>
<td>chapter 19 RQs 1, 2 PQs 19.1, 19.5, 19.8</td>
<td>Week 10</td>
<td>Homework Collection chapter 19 RQ 3 chapter 19 PQ 19.3</td>
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<tr>
<td>23 Sept</td>
<td>Consolidation: other issues</td>
<td>8 Oct</td>
<td>9 Oct</td>
<td>10 Oct</td>
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<tr>
<td>25 Sept</td>
<td>(sections 19.1 and 19.2 only)</td>
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<td>Group 8 Presentation chapter 19 CS 1</td>
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<td>chapter 20</td>
<td>chapter 20 RQs 3, 4, 6 PQs 20.2, 20.3, 20.7</td>
<td>Week 11</td>
<td>Homework Collection chapter 20 RQ 10 chapter 20 PQ 20.1</td>
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<td>18 Oct</td>
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<tr>
<td>Week 11</td>
<td>chapter 4</td>
<td>chapter 4 RQ s 1, 2, 3, 8 DQ 3</td>
<td>Week 12</td>
<td>Homework Collection chapter 4 RQ 6</td>
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<td>16 Oct</td>
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<td>25 Oct</td>
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<td>ABC of a corporate collapse (Youtube in 4 parts)</td>
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<tr>
<td>Week 12</td>
<td>chapter 21</td>
<td>chapter 21 RQs 1, 2, 9, 13</td>
<td>Week 13</td>
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<td>23 Oct</td>
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<td>Blackboard Knapp media comments</td>
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**Self-Study Period 4 Nov to 7 Nov**

Final Examination during UNSW Exam Period 8 Nov to 26 Nov

Key
- DQ = Discussion Question
- RQ = Review Question
- PQ = Practice Question
- CS = Case Study
ACCT 2542
CORPORATE FINANCIAL REPORTING
AND ANALYSIS

Course Outline
Semester 2, 2013

Part B: Key Policies, Student
Responsibilities and Support
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

### ASB Undergraduate Program Learning Goals and Outcomes

1. **Knowledge**: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. **Critical thinking and problem solving**: Our graduates will be critical thinkers and effective problem solvers.
   
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective professional communicators.
   
   You should be able to:
   
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. **Teamwork**: Our graduates will be effective team participants.
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

5. **Ethical, social and environmental responsibility**: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   
   You will be able to:
a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Identify social and cultural implications of business situations.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: (Library > Support > ELISE/ELISEPLUS)

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage: (ASB >Learning and Teaching>Student services> Referencing and plagiarism).

3 STUDENT RESPONSIBILITIES AND CONDUCT

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


3.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Blackboard or Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.
Further Information for students on expected workload:
https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html

3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

Further information for students on attendance.
https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

3.3 General Conduct and Behaviour

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

3.4 Occupational Health and Safety

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

3.5 Keeping Informed

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

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress. For assessments worth 20% or more, please follow the following steps.

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and
go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). Then submit the originals or certified copies of your completed Professional Authority form and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at


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

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

4. Decisions and recommendations are only made by lecturers-in-charge, not by tutors.

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

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

AASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Accounting is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least a minimum mark of 50% in all other assessment items and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam:
Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Session 2, 2013 are:
10 December 2013 – exams for the School of Accounting
11 December 2013 – exams for all Schools except Accounting and Economics
12 December 2013 – exams for the School of Economics
If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. Supplementary exams will not be held at any other time.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The ASB’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:

Special consideration and assessments other than the Final exam:
The policy of the School of Accounting for ACCT 2542 is that there will be NO special considerations in assessments other than for final exams if the assessment component is not more than 20%.

5 STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching  Click on ‘Student Services’. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations.
  EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: www.facebook.com/educationdevelopmentunit.

- **ASB Student Centre**
  http://www.asb.unsw.edu.au/requests  Advice and direction on all aspects of admission, enrolment and graduation.
  Ground Floor, West Wing, ASB Building; Phone: 9385 3189

- **Blackboard eLearning Support**: For online help using Blackboard, follow the links from www.elearning.unsw.edu.au to Blackboard / Support for Students.
  For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** (www.lc.unsw.edu.au)
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

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

- **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)

- **UNSW Library Annexe** (Ground floor).

- **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.

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