ACCT5914
ENTERPRISE STRATEGY
FOR MANAGEMENT ACCOUNTANTS

Course Outline
Semester 2, 2015
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PART A: COURSE-SPECIFIC INFORMATION

1 FACULTY CONTACT DETAILS

Contact details for the ACCT5914 teaching team are as follows:

<table>
<thead>
<tr>
<th>Teaching Faculty</th>
<th>Email</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Kerry Humphreys (Lecturer-in-Charge)</td>
<td><a href="mailto:k.humphreys@unsw.edu.au">k.humphreys@unsw.edu.au</a></td>
<td>Quad 3099</td>
<td>9385 5833</td>
</tr>
<tr>
<td>Professor Mandy Cheng</td>
<td><a href="mailto:m.cheng@unsw.edu.au">m.cheng@unsw.edu.au</a></td>
<td>Quad 3108</td>
<td>9385 6343</td>
</tr>
</tbody>
</table>

Note: Please refer to Seminar 1 slide deck for consultation hours

2 COURSE DETAILS

2.1 Teaching Times and Locations

ACCT5914 will be taught over three weekends (i.e., 6 days) in Semester 2, 2015. Students must attend all seminars.

<table>
<thead>
<tr>
<th>Weekend 1</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday August 8\textsuperscript{th}, 2015</td>
<td>Each day: 10:00 – 13:00; and 14:00-17:00. (lunch break: 1-2pm)</td>
<td>Business School G26</td>
</tr>
<tr>
<td></td>
<td>Sunday August 9\textsuperscript{th}, 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekend 2</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday September 12\textsuperscript{th}, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sunday September 13\textsuperscript{th}, 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weekend 3</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Saturday October 17\textsuperscript{th}, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sunday October 18\textsuperscript{th}, 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please refer to the University timetable on my.unsw.edu.au to confirm the location of these classes, in the event of a room change.

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

Formulating and implementing strategy depends on a thorough understanding of all aspects of an organisation; making sound business decisions requires advanced management accounting knowledge, including financial and strategic analysis. This course uses relevant, globally focused business cases for students to learn how management accountants formulate and effectively implement strategy while managing risk, using the competencies gained in earlier management accounting courses. Integrating research and practice, this advanced course is designed to equip students with relevant management accounting skills that will enable them to influence strategic decisions and manage performance.
2.4 Course Aims and Relationship to Other Courses

The course has the following aims:

1. To develop an advanced toolkit for analysing an organisation’s strategic environment and envisioning its strategic position;
2. To apply leading management accounting techniques for evaluating strategic options and managing performance; and
3. To understand the business partner role of management accountants in delivering strategic change and developing a strategic learning organisation.

This course is offered by the School of Accounting as a requirement for the CIMA-accredited Master of Commerce (Management Accounting); and as an option for the Master of Commerce, Master of Professional Accounting, and Master of Financial Analysis programs. In order to enrol in this course, the following pre-requisites must have been satisfied – ACCT5996: Management Accounting and Business Analysis; and ACCT5931: Strategic Management Accounting.

2.5 Student Learning Outcomes

Content-based Learning Outcomes

As a result of satisfactorily completing this course, you should be able to:

1. Evaluate the strategic issues arising from an organisation’s interaction with its environment, and their resolution within the organisational context;
2. Apply tools and techniques used in strategy formulation and evaluation, including to evaluate the strategic and competitive impact of organisational learning;
3. Analyse and advise an organisation on the change process required for strategy implementation; and
4. Appreciate contemporary research informing enterprise strategy for management accountants.

Desired Skills-based Outcomes

At the conclusion of this course, you should have an enhanced capacity to:

5. Learn independently and to assume responsibility for the learning process;
6. Learn within teams – to co-operate with team members, to assume leadership and to manage differences and conflicts;
7. Conduct applied research – acquiring, analysing and presenting knowledge;
8. Tolerate ambiguity in managerial and organisational problem-solving;
9. Think critically about informing literatures (both research and practitioner-based) and extant organisational practices;
10. Apply knowledge to specific organisational contexts;
11. Make professional business presentations; and
Business Postgraduate Coursework Program Learning Goals and Outcomes

This course contributes to your development of the following UNSW Business School Postgraduate Coursework Program Learning Goals and Outcomes. These are the qualities, skills and understanding we expect you to have developed upon completion of your degree:

<table>
<thead>
<tr>
<th>Student Learning Outcomes (see above)</th>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 7, 9, 10 &amp; 12.</td>
<td>1. Knowledge</td>
</tr>
<tr>
<td>1, 2, 3, 6, 7, 8 &amp; 9 &amp; 10.</td>
<td>2. Critical thinking and problem solving</td>
</tr>
<tr>
<td>3, 6, 7 &amp; 11.</td>
<td>3. Communication</td>
</tr>
<tr>
<td>5, 6, 8, 11 &amp; 12.</td>
<td>4. Teamwork</td>
</tr>
<tr>
<td>1, 2, 3, 5 &amp; 7.</td>
<td>5. Ethical, social and environmental responsibility</td>
</tr>
</tbody>
</table>

For more information on the Business Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the Course Outline.

3  LEARNING AND TEACHING ACTIVITIES

3.1  Approach to Learning and Teaching in the Course

This course requires students be prepared to engage in a substantial amount of self-directed learning, including reading and preparation prior to class. Seminars, course readings kit, and other resources are provided to help you learn. You are therefore required to attend all seminars, and read all required readings in order to fully grasp and appreciate the concepts of Enterprise Strategy for Management Accountants.

It is up to you to decide how much work you complete in each course component: preparing for seminars; completing assessments; studying for exams; seeking assistance to extend and clarify your understanding. You should identify an approach suited to your learning style and course goals. Seminar and practice questions are provided to guide your learning process.

The teaching team has put a great deal of thought into the development and presentation of this course. As such, it is expected that students may experience a flexible, but directed, learning approach to enterprise strategy for management accountants.

3.2  Learning Activities and Teaching Strategies

Seminars

The course is held over three weekends (see Section 7 for details). Students are required to attend all six seminars. Each seminar is of approximately six hours duration (i.e., two, three hour sessions with a one hour break for lunch in between), and is designed to be an active learning environment. Students will be provided with case problems and questions, and will be required to discuss, critique and address enterprise strategy concepts for management accountants in a team-based learning environment. They will have an opportunity to apply their knowledge to solve business problems and present their findings to their peers and seminar leader.
**Self-Study**

Self-study is a critical element of the learning design of this course with postgraduate students required to assume responsibility in the learning process, in order to utilise the active learning environment provided in seminars. Thus, the onus is on students to complete required readings and any pre-class seminar questions (where additional research is required), prior to attending each seminar. Faculty will be available in consultation hours to assist with any difficulties experienced with these questions.

**Consultation with Teaching Team**

You are encouraged to seek help from any teaching team member on this course during their regular consultation hours (details will be provided in the first ACCT5914 seminar). In special circumstances, an appointment may be made outside regular consultation hours. You may also email or telephone faculty during consultation hours (please see Section 1 for Faculty Contact Details).

Any email enquiries must be sent from your UNSW student email address. Responses to these email enquiries will normally be made during consultation times. Please note that common written etiquette must be observed when conducting any written communication with faculty members, and students are asked to refrain from communicating using shorthand and “SMS” language.

Please only use your Zmail account when corresponding with UNSW.

**4 ASSESSMENT**

4.1 **Formal Requirements**

To be eligible for a passing grade in this course, you must:

(a) Achieve a composite mark of at least 50% AND
(b) Satisfactorily complete all assessment tasks AND
(c) Achieve a satisfactory level of performance in the final examination. This usually means a minimum mark of 45%.

Any student having an overall mark of 50 or more, but less than 45% in the final examination, will be given a UF (unsatisfactory fail) grade or be asked to sit a supplementary final examination, depending on the individual's circumstances.

An overall “pass conceded” (PC) grade may only be granted by the UNSW Business School Assessment Committee, not the Head of School or Lecturer-in-Charge.
4.2 Assessment Details

The composite mark for ACCT5914 will be calculated as follows:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Student Learning Outcomes assessed*</th>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes assessed*</th>
<th>Due Date (Week Commencing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment</td>
<td>20%</td>
<td>1, 2, 4, 5, 7, 8, 9 &amp; 10.</td>
<td>1, 2, 3 &amp; 5.</td>
<td>Friday, September 25th, 2015 (Week 9)</td>
</tr>
<tr>
<td>Participation in Team Activities [PTA]</td>
<td>10%</td>
<td>All</td>
<td>1, 2, 3, 4 &amp; 5.</td>
<td>Seminar 5 (October 17th, 2015)</td>
</tr>
<tr>
<td>Team Case Analysis and Presentation</td>
<td>20%</td>
<td>All</td>
<td>1, 2, 3, 4 &amp; 5.</td>
<td>Seminar 5 (October 17th, 2015)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50%</td>
<td>1, 2, 3, 4, 5, 8 &amp; 10.</td>
<td>1, 2, 3 &amp; 5.</td>
<td>University Exam period</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
<td></td>
<td>* For further information on these goals and outcomes, please see Section 2.5.</td>
</tr>
</tbody>
</table>

4.3 Assessment Format

**Individual Assignment (20%)**

To encourage personalised learning experiences in the seminars, you will develop an individual assignment of interest to you specifically. This will require you to conduct your own business research, critically analyse and evaluate information, and develop strategic recommendations.

To encourage your individual assignment development and ensure it meets the requirements for the course, you will first submit a proposal outlining your individual assignment topic. Developing this proposal (including receiving feedback prior to approval) will enhance your confidence in undertaking the individual assignment, which in turn will deepen your appreciation and understanding of the related topics.

**Due dates:**
- A proposal for the individual assignment is to be submitted for approval via email on Monday, August 24th (Week 5).
- Individual assignment is to be submitted via email on Friday, September 25th (Week 9)

**Topics covered:** Details regarding the nature and content of the team case project are to be provided in a separate handout on Moodle.

**Format:** Details regarding the format of the individual assignment will also be provided in the separate handout on Moodle.
Team Assessments in ACCT5914

The team assessments will be undertaken by a team of four (4) students. The main purpose of team assessments is to develop your: (1) communication skills (both written and oral), and (2) teamwork skills. The seminar leader will allocate you to a team by the end of Seminar 1 (Weekend 1). It is the student’s responsibility to be present at the beginning of Seminar 1 for this purpose.

Participation in Team Activities [PTA] (10%)

This assessment has two related aims: (1) to encourage you to prepare for the seminar; and (2) to encourage you to collaborate with your team members, being mindful of factors that influence teamwork effectiveness (to be discussed in class).

Team activities cover:

(i) seminar activities which include working on and solving case studies and problems with your team members, and when called upon, presenting the team's findings; and

(ii) team case analysis and presentation.

| Evaluation dates: | • PTA1 (Formative assessment to guide team behaviour): Seminar 4 (Weekend 2) |
| Location/time:    | • PTA2 (Summative assessment): Seminar 5 (Weekend 3) |
| Format:          | Seminar room for class duration. |

- Your team members will evaluate the quality of your participation and contributions, as a team member, in team activities, using a teamwork marking guide (to be provided in class). Please log in to Moodle to evaluate your team members’ participation online. For each team member, rate her/him on a Likert-scale and provide detailed written feedback. Your responses will be confidential.

- An overall mark will be given to each student following Seminars 4 (as well as written team member feedback) and 5. To encourage learning, only the mark assigned in Seminar 5 will be awarded for this assessment.

**Note:** There is no “special consideration” for participation in team activities.

Team Case Analysis and Presentation (20%)

The team case project will be undertaken by your seminar teams (assigned in seminar 1), and will relate to a nominated company. Details regarding the nature and content of the case study are to be provided in a separate handout during seminars, and will also be available on Moodle.

A significant amount of applied research is required for the team to be acquainted with the company’s business environment, operations and strategies. Students are expected to conduct their own business research, then apply knowledge gained from this course to critically analyse and evaluate this information, and compared it to the information in the past report. Because many business contexts are ambiguous in nature, this project is targeted at evaluating and providing feedback on students' ability

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1 Depending on seminar size and other circumstances a team may also have five (5) members.
to apply and integrate various analytical frameworks found in seminars to make sense of uncertainties in various business contexts, and reach the appropriate conclusions.

Each team is required to make a brief presentation related to their team case project.

<table>
<thead>
<tr>
<th>Location/time:</th>
<th>Team presentations will be held in Seminar 5 (Weekend 3) in the seminar room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>15 minutes.</td>
</tr>
<tr>
<td>Topics covered:</td>
<td>Details regarding the nature and content of the team case analysis and presentation are to be provided in a separate handout on Moodle.</td>
</tr>
<tr>
<td>Format:</td>
<td>All team members must present. A marking guide will be provided to assist you in your analysis and presentation. Further format details will be provided in the separate handout on Moodle.</td>
</tr>
</tbody>
</table>

Note: There is no "special consideration" for team case presentations.

Final Examination (50%)

Students are required to sit for a final examination paper in this course. Students will be advised of the general format and content covered by the final examination during Seminar 5 (Weekend 3).

4.4 Assignment Submission Procedure

All assessments are to be submitted at the beginning of the seminar (unless otherwise indicated). All written assessments must be presented with the ACCT5914 cover sheet for the assessment, which will be provided on Moodle.

4.5 Late Submission

Please refer to the handouts for the Individual assignment and Team case analysis and presentation, which will be provided on Moodle.

5 COURSE RESOURCES

5.1 Course Readings

Both required and recommended readings for this course will be made available on Moodle two weeks in advance of each seminar.

There is no textbook for this course.

5.2 Course Website

The website for this course is on Moodle at: https://moodle.teit.unsw.edu.au/login/index.php

You are required to have a Zpass and pin to access this website. In addition, you must be enrolled in the course to access the website. The website will contain announcements (including with regard to Assessments) and any other material deemed suitable by the Lecturer-in-Charge from time to time. We cannot place any material on the website that involves the use of student IDs or that raises issues with respect to privacy.
6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process (http://teaching.unsw.edu.au/catei), as well as informally during the semester. As a result of this feedback, significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Weekend</th>
<th>Date</th>
<th>SEMINAR TOPIC</th>
<th>Assessment due at beginning of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekend 1</td>
<td>Saturday, 8(^{th}) August 2015</td>
<td>1 Interacting with the Strategic Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sunday, 9(^{th}) August 2015</td>
<td>2 Analysing Strategic Position</td>
<td></td>
</tr>
<tr>
<td>Weekend 2</td>
<td>Saturday, 12(^{th}) September 2015</td>
<td>3 Evaluating Strategic Options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sunday, 13(^{th}) September 2015</td>
<td>4 Developing a Strategic Learning Organisation</td>
<td>PTA1</td>
</tr>
<tr>
<td>Weekend 3</td>
<td>Saturday, 17(^{th}) October 2015</td>
<td>5 Integrating Performance Management with Strategy</td>
<td>PTA2 and Team Case Analysis and Presentation</td>
</tr>
<tr>
<td></td>
<td>Sunday, 18(^{th}) October 2015</td>
<td>6 Delivering Strategic Change</td>
<td></td>
</tr>
</tbody>
</table>

Proposal for Individual assignment due: Monday, August 24\(^{th}\), 2015 (Week 5)

Individual assignment due: Friday, September 25\(^{th}\), 2015 (Week 9)
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</td>
</tr>
<tr>
<td>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
</tr>
</tbody>
</table>
9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To check your understanding of plagiarism, you can complete a short quiz: https://student.unsw.edu.au/plagiarism-quiz. For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing. For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support>Resources>Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

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

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program’ webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least 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 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.


10.2 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.

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching faculty. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct.
10.4 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.

10.5 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.

11 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.

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). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

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 faculty. However, if you are making an application for special consideration through myUNSW, please notify your Lecturer-in-Charge.

4. Decisions and recommendations are only made by the Lecturer-in-Charge.

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.

If a supplementary exam is required, it will be held after the end of the examination period. If a supplementary exam is offered to a student, there is only one opportunity to sit the exam. It is the student’s responsibility to ensure that s/he is available on the date of the supplementary exam. In accordance with University policy, notification of a requirement for Supplementary assessment will be made by email.
12 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

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

- **IT Service Centre:**
  Provides technical support for problems logging in to websites, downloading documents etc.

- **UNSW Counselling and Psychological Services**
  Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.

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