ACCT5931
STRATEGIC MANAGEMENT ACCOUNTING

Course Outline
Summer 2015/2016
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Contact details for the ACCT5931 teaching team are as follows:

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>Email</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed Harbor (Lecturer in Charge)</td>
<td><a href="mailto:e.harbor@unsw.edu.au">e.harbor@unsw.edu.au</a></td>
<td>Quad 3109</td>
<td>9385 5907</td>
</tr>
<tr>
<td>Jonathan Yuen</td>
<td><a href="mailto:Jonathan.Yuen@unsw.edu.au">Jonathan.Yuen@unsw.edu.au</a></td>
<td>Quad 3109</td>
<td>9385 5907</td>
</tr>
</tbody>
</table>

Please refer to Seminar 1 slide deck for consultation hours.

2 COURSE DETAILS

2.1 Teaching Times and Locations

ACCT5931 seminars are offered at the following days and times:

<table>
<thead>
<tr>
<th>Seminar Location</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Class</td>
<td>Monday</td>
<td>14:00 to 17:00</td>
</tr>
<tr>
<td>Bus G23</td>
<td>Monday</td>
<td>14:00 to 17:00</td>
</tr>
<tr>
<td>Bus G23</td>
<td>Wednesday</td>
<td>14:00 to 17:00</td>
</tr>
<tr>
<td>Evening Class</td>
<td>Monday</td>
<td>18:00 to 21:00</td>
</tr>
<tr>
<td>Bus G26</td>
<td>Monday</td>
<td>18:00 to 21:00</td>
</tr>
<tr>
<td>Bus G26</td>
<td>Wednesday</td>
<td>18:00 to 21:00</td>
</tr>
</tbody>
</table>

Please attend your enrolled seminar and 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

This course introduces emergent thinking about the interfaces between financial and business performance with a focus on adding value to the business, rather than emphasising financial control. The link between strategy and resource management is highlighted, in focusing on the effective use of an organisation’s financial and other resources in creating value for customers and shareholders. The course aims to introduce strategic financial management as an integrated way of thinking about the key drivers of value in organisations.
2.4 Course Aims and Relationship to Other Courses

The course has the following aims:
1. To highlight and evaluate contemporary resource management practices;
2. To explore the linkages between these practices and enterprise performance;
3. To discuss the relevance of heightened organisation-wide awareness of the nature, and value creation potential, of enterprise resources; and
4. To examine the implications of realigning existing organisational performance measurement systems to strategic aims and stakeholder value creation objectives.

This course is offered by the School of Accounting within the Master of Commerce degree. It is a compulsory course in the Master of Commerce majoring in Strategic Value Management and the Master of Professional Accounting program. In order to enrol in this course, the following pre-requisite must have been satisfied – ACCT5996: Management Accounting and Business Analysis. The course is not available to students who have completed ACCT3583 or ACCT3593 in the last three years.

2.5 Student Learning Outcomes

Content-based Learning Outcomes

As a result of satisfactorily completing this course, you should be able to:
1. Identify and evaluate the business strategies of contemporary organisations, based on an understanding of their internal and external environments;
2. Understand the manner in which business strategies impact upon resource consumption and internal and external stakeholder relationships; and
3. Analyse and evaluate the resource management implications and value creation potential of strategic initiatives.

Desired Skills-based Outcomes

At the conclusion of this course, you should have an enhanced capacity to:
4. Learn independently and to assume responsibility for the learning process;
5. Learn within teams – to co-operate with team members, to assume leadership and to manage differences and conflicts;
6. Conduct applied research – acquiring, analysing and presenting knowledge;
7. Tolerate ambiguity in managerial and organisational problem-solving;
8. Think critically about informing literatures (both research and practitioner-based) and extant organisational practices;
9. Apply knowledge to specific organisational contexts;
10. 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, which are the qualities, skills and understandings we want you to have by the 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, 6, 8, 9 &amp; 11.</td>
<td>1. Knowledge</td>
</tr>
<tr>
<td>1, 3, 5, 6, 7, 8 &amp; 9.</td>
<td>2. Critical thinking and problem solving</td>
</tr>
<tr>
<td>3, 5, 6 &amp; 10.</td>
<td>3. Communication</td>
</tr>
<tr>
<td>4, 5, 10 &amp; 11.</td>
<td>4. Teamwork</td>
</tr>
<tr>
<td>1, 2, 3, 4 &amp; 6.</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, a textbook and 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 Strategic Management Accounting.

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 Strategic Management Accounting.

3.2 Learning Activities and Teaching Strategies

Seminars

The course is held over 12 seminars (see Section 7 for details). Students are required to attend the seminar in which they have registered via my.unsw.edu.au. Each seminar is of approximately three hours duration, 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 strategic management accounting concepts 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*. Staff 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 ACCT5931 seminar). In special circumstances, an appointment may be made outside regular consultation hours. You may also email or telephone staff during consultation hours (please see Section 1 for Staff 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 staff 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, and not the Head of School or the Lecturer-in-charge of this course.
4.2 Assessment Details

The composite mark for ACCT5931 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>Course Preparation Assurance Test [C-PAT]</td>
<td>10%</td>
<td>1, 3, 4, 6, 8, 9 &amp; 11.</td>
<td>1, 2, 3 &amp; 5.</td>
<td>Ongoing (Seminars 2-11)</td>
</tr>
<tr>
<td>Participation in Team Activities [PTA]</td>
<td>5%</td>
<td>All</td>
<td>1, 2, 3, 4 &amp; 5.</td>
<td>PTA1: Seminar 5 (January 4th, 2016) and PTA2: Seminar 11, Week 12 (January 25th, 2016)</td>
</tr>
<tr>
<td>Team Case Project</td>
<td>20%</td>
<td>1, 2, 3, 4, 5, 6, 8, 9 &amp; 11.</td>
<td>1, 2, 3, 4 &amp; 5.</td>
<td>Seminar 6 (Jan 6th, 2016)</td>
</tr>
<tr>
<td>Individual Reflection Statement</td>
<td>5%</td>
<td>5 &amp; 11.</td>
<td>2, 3 &amp; 4.</td>
<td>Seminar 12 (January 27th, 2016)</td>
</tr>
<tr>
<td>Team Case Presentation</td>
<td>10%</td>
<td>All</td>
<td>1, 2, 3, 4 &amp; 5.</td>
<td>Seminar 12 (January 27th, 2016)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>50%</td>
<td>1, 2, 3, 4, 7 &amp; 9.</td>
<td>1, 2, 3 &amp; 5.</td>
<td>University Exam period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Student Learning Outcomes and Business Postgraduate Coursework Program Learning Goals and Outcomes are provided in Section 2.5.
4.3 Assessment Format

Course Preparation Assurance Test [C-PAT] (10%)

To maximise your learning experiences at the seminar, you need to read the lecture slide deck and required readings, and attempt pre-seminar activities (if any) before attending the seminars. Doing so will provide you with the confidence to participate in seminar activities which in turn will deepen your appreciation and understanding of the topics.

To encourage you to prepare for the seminar, the C-PAT will be used to assess your level of seminar preparation in terms of your basic awareness and understanding of the key concepts, ideas or frameworks covered in a topic for that seminar. Feedback will be provided immediately after each C-PAT.

<table>
<thead>
<tr>
<th>Location/time:</th>
<th>Seminar room. Each C-PAT will start at 10 minutes after the hour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>Approx. 5-6 minutes. Every seminar, from Seminars 2 to 11.</td>
</tr>
<tr>
<td>Topics covered:</td>
<td>Required readings, seminar Powerpoint slide decks, and pre-seminar exercises (if any) for that seminar topic.</td>
</tr>
<tr>
<td>Format:</td>
<td>For the whole class, the seminar leader will randomly choose 5 out of 10 C-PATs to mark. Your mark will comprise the best of 4 out of 5 C-PATs that were marked. This formatting ensures that all misadventures and absences are taken into account.</td>
</tr>
</tbody>
</table>

Individual Reflection Statement (5%)

You are required to: 1) complete weekly individual reflection journal entries (commencing in Seminar 3); and 2) submit one summary individual reflection statement providing your own reflections on the team learning process and the ways (if any) your knowledge or perspective changed as a result of completing teamwork in this course.

<table>
<thead>
<tr>
<th>Duration:</th>
<th>Beginning in Seminar 3, individual reflection journal entries are to be completed in Moodle during last 15 mins of each class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due date:</td>
<td>Summary individual reflection statement is to be submitted in Seminar 12.</td>
</tr>
<tr>
<td>Topics covered:</td>
<td>Refer to teamwork marking guide (to be provided in class). This reflection statement covers teamwork in seminar activities, team case project and team case presentation. Each team member must: i) complete a weekly individual journal entry reflecting on their seminar experience and team interactions; and ii) submit a summary individual reflection statement in Seminar 12. Further details regarding the nature and content of both the weekly individual reflection journal entries and individual reflection statement are to be provided in a separate handout on Moodle.</td>
</tr>
<tr>
<td>Format:</td>
<td>Details regarding the format of the individual reflection statement will also be provided in the separate handout on Moodle.</td>
</tr>
</tbody>
</table>

*Note: There is no “special consideration” for your individual reflections.*
**Team Assessments in ACCT5931**

The team assessments will be undertaken by a team of 5 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. It is the student’s responsibility to be present at the seminar from Seminar 1. Any student who is not in a team by Seminar 3 will be unable to complete the team case project and team case presentation assessments for this course.

**Participation in Team Activities [PTA] (5%)**

This assessment has two related aims: (1) to encourage you to prepare for the seminar (similar to C-PAT); 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;
(ii) team case project; and
(iii) team case presentation.

<table>
<thead>
<tr>
<th>Evaluation dates:</th>
<th>• End of Seminar 5 (PTA1: Formative assessment to guide students' team behaviour)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• End of Seminar 11, Week12 (PTA2: Summative assessment)</td>
</tr>
<tr>
<td>Location/time:</td>
<td>Seminar room for class duration.</td>
</tr>
<tr>
<td>Duration:</td>
<td>After C-PAT feedback, until the end of seminar.</td>
</tr>
<tr>
<td>Topics covered:</td>
<td>Seminars 1 to 11 (i.e., Weeks 1-12).</td>
</tr>
<tr>
<td>Format:</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• An overall mark will be given to each student in Seminar 6 (including written feedback from team members) and Seminar 12. To encourage learning, only the mark in Seminar 12 will be awarded for this assessment.</td>
</tr>
</tbody>
</table>

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

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1 Depending on seminar size and other circumstances a team can also have 4 or 6 members.
Team Case Project (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 to apply and integrate various analytical frameworks found in seminars to make sense of uncertainties in various business contexts, and reach the appropriate conclusions.

Due date: Seminar 6.
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 team case project will also be provided in the separate handout on Moodle.

Team Case Presentation (10%)

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

Location/time: Team presentations will be held in seminar 12 in the seminar room.
Duration: 15 minutes.
Topics covered: Selected findings from the team case project. Details regarding the nature and content of the team case presentation are to be provided in a separate handout on Moodle.
Format: All team members must present. A presentation marking guide will be provided to assist you in your presentation. Further format details will be provided in the separate handout on Moodle.

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 11.

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 ACCT5931 cover sheet for the assessment, which will be provided on Moodle.

4.5 **Late Submission**
Please refer to the handout for the Team case project, which will be provided on Moodle.

**Quality Assurance**
The Business School 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 Business School programs. All material used for such processes will be treated as confidential.
5 COURSE RESOURCES

5.1 Course Readings

Required readings for this course are:

- “Contemporary Strategic Management: An Australasian Perspective (2nd Edition)” by Robert Grant, Bella Butler, Stuart Orr and Peter A. Murray; and
- 2015 ACCT5931 Course Readings Kit.

This textbook and the course readings kit are available from the UNSW Bookshop.

Please note: You will be unable to complete the course without these. Readings have been substantially revised for the new version of ACCT5931 being offered from S1/2015 – as such, only this textbook and the 2015 edition of course readings should be purchased. Additional materials will be issued in class.

5.2 Course Website

The website for this course is on Moodle at:

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>Seminar</th>
<th>Class Date</th>
<th>TOPIC</th>
<th>Assessment due at beginning of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 7&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>1</td>
<td>Introduction to Strategic Management Accounting</td>
<td></td>
</tr>
<tr>
<td>2 9&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>2</td>
<td>Analysing the External Environment</td>
<td>C-PAT commences this week (ongoing).</td>
</tr>
<tr>
<td>3 14&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>3</td>
<td>Analysing the Internal Environment</td>
<td>Weekly reflection journal entry commences this week (ongoing).</td>
</tr>
<tr>
<td>4 16&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>4</td>
<td>Developing Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Semester Break (21&lt;sup&gt;st&lt;/sup&gt; December – 3&lt;sup&gt;rd&lt;/sup&gt; January)</td>
<td></td>
</tr>
<tr>
<td>5 4&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>5</td>
<td>Measuring Performance and Project Value</td>
<td>PTA evaluation 1</td>
</tr>
<tr>
<td>6 6&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>6</td>
<td>Developing and using a Balanced Scorecard</td>
<td>Team Case Project</td>
</tr>
<tr>
<td>7 11&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>7</td>
<td>Measuring Organisational Value and Integrated Reporting</td>
<td></td>
</tr>
<tr>
<td>8 13&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>8</td>
<td>Managing Customer Value and Relationships</td>
<td></td>
</tr>
<tr>
<td>9 18&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>9</td>
<td>Managing Supplier Relationships and Strategic Outsourcing</td>
<td></td>
</tr>
<tr>
<td>10 20&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>10</td>
<td>Being a Responsible Corporate Citizen and Managing Sustainably</td>
<td></td>
</tr>
<tr>
<td>11 25&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td>11</td>
<td>Conclusion: Managing Strategic Risks and Shared Value Creation</td>
<td>PTA evaluation 2</td>
</tr>
<tr>
<td>12 27&lt;sup&gt;th&lt;/sup&gt; Jan</td>
<td></td>
<td>Team Case Presentations</td>
<td>Individual Reflection Statement</td>
</tr>
</tbody>
</table>
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>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. 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>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. 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>3. Communication: Our graduates will be effective communicators in professional contexts. 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>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.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. 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 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://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 website. 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 staff. 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. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](https://student.unsw.edu.au/wellbeing) 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