ACCT5996
Management Accounting and Business Analysis

Course Outline
Semester 1, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge:  Associate Professor Paul Andon  
Room:  Quad 3094  
Phone No:  9385 5821  
Email:  p.andon@unsw.edu.au  
Consultation Times:  Please refer to the Course Website for consultation times.

Details of all other seminar facilitators for this course will be posted on the Course Website.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Seminars start in Week 1 and finish in Week 12

A full list of seminar times will be posted on the Course Website.

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course and Course Aims

This course examines the use of financial and non-financial information for the purpose of analysing business processes to achieve superior organisational performance. The course introduces a number of management accounting tools and quantitative techniques that can be used to analyse how business processes consume resources, create value for a firm and its customers, and how this value may be analysed for improvement opportunities.

Note: This course is not available to students who have completed ACCT2522 in the last three years.

2.4 Relationship to Other Courses

This course is offered as part of a range of postgraduate coursework programs, including the Master of Professional Accounting. ACCT5930 or COMM5003 are prerequisites or co-requisites for this course. ACCT5996 is a prerequisite for a certain other management accounting courses available in relevant postgraduate coursework programs (refer to the UNSW Handbook for further details).
2.5 Student Learning Outcomes

**Content-based Learning Outcomes**
As a result of satisfactorily completing this course, you should be able to:

a. Understand fundamental concepts associated with management accounting techniques and practice;

b. Apply a selection of management accounting tools and concepts to a range of decision making scenarios;

c. Use a selection of management accounting tools and concepts to analyse and provide recommendations in aid of business process improvement and value creation; and

d. Appreciate some of the practical, behavioural, social and other complexities of using management accounting techniques and concepts in real world settings.

**Desired Skills-Based Outcomes**
As a result of satisfactorily completing this course, you should have the opportunity to:

e. Learn independently and to assume responsibility for the learning process;

f. Conduct applied business research – acquiring, analysing and presenting knowledge;

g. Tolerate ambiguity in managerial and organisational problem-solving; and

h. Think critically about informing materials and existing organisational practices.

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**Business Postgraduate Coursework Program Learning Goals and Outcomes**

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.

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.

3. **Communication:** Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

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 ethical, social, cultural and environmental implications of business issues and practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.
For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

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

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes (see Section 2.5)</th>
<th>Course Assessment Item</th>
</tr>
</thead>
</table>
| 1 Knowledge                        | a, b, c                                    | • Seminar problems and examples  
• Class Quizzes  
• Final Exam |
| 2 Critical thinking and problem solving | c, d, h                                   | • Seminar problems and examples  
• Class Quizzes  
• Final Exam |
| 3a Written communication           | b, c, f                                    | • Final Exam |
| 3b Oral communication              | b, c, f                                    | • Participating in seminar discussions |
| 4 Teamwork                         | Not specifically addressed in this course  | • Not specifically assessed. |
| 5a. Ethical, environmental and sustainability responsibility | d                                          | • Seminar problems and examples |
| 5b. Social and cultural awareness  | Not specifically addressed in this course. | • Not specifically assessed. |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

At university, the focus is on your self-directed search for knowledge. Seminars, textbooks, exams and other resources are all provided to help you learn. You therefore need to attend seminars, and read all required material in order to fully grasp and appreciate the concepts associated with the course.

It is up to you to choose how much work you do in each part of the course: preparing for seminars; completing assignments; studying for exams; and seeking assistance or extra work to extend and clarify your understanding. You must choose an approach that best suits your learning style and goals in this course. Seminar and self study questions are provided to guide your learning process.

3.2 Learning Activities and Teaching Strategies

Seminars

This course is taught in a weekly seminar format (3 hours per seminar). Seminars will provide instruction in the use of relevant management accounting techniques and will raise issues relating to the use of such techniques in complex organisational settings. Seminars will also develop technical skills in computation, skills in the application of management accounting techniques to organisational situations and problems, and will canvass issues relating to the design of management accounting systems. During seminars, instructor-centred discussions, syndicate exercises, student presentations and quizzes may be held.

Each week, seminar questions will be used in analysing the topic under consideration. These questions will be posted on the Course Website in the week prior to the seminar being held. It is the responsibility of the student to download these materials prior to each seminar. In order to maximise the benefits of attending seminars, students are expected to read the relevant study materials and to prepare written responses to the seminar questions prior to attending the relevant seminar.

4 ASSESSMENT

4.1 Formal Requirements

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

(a) Achieve composite mark of at least 50% AND
(b) Make a satisfactory attempt at all assessment tasks AND
(c) 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 examination may be given an UF grade (unsatisfactory fail) or be asked to sit a supplementary final exam, at the discretion of the Lecturer-in-Charge.
4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Duration*</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Quiz 1</td>
<td>10%</td>
<td>20 mins</td>
<td>In class, Seminar 4</td>
</tr>
<tr>
<td>In-Class Quiz 2</td>
<td>10%</td>
<td>20 mins</td>
<td>In class, Seminar 8</td>
</tr>
<tr>
<td>In-Class Quiz 3</td>
<td>10%</td>
<td>20 mins</td>
<td>In class, Seminar 12</td>
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<tr>
<td>Final examination</td>
<td>70%</td>
<td>TBA</td>
<td>TBA</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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4.3 Assessment Format

**In-Class Quizzes (10% for each of three Quizzes)**

An in-class quiz will be administered in Seminars 4, 8 and 12. These quizzes will test technical competencies gained in this course and your ability to apply these competencies to business-relevant scenarios. Also, these quizzes aim at encouraging you to keep up-to-date with your studies, and providing you with regular feedback so that you can seek help for particular study areas if required.

**In-Class Quiz 1 (Seminar 4)** will cover materials from Seminars 1 to 3 (inclusive).

**In-Class Quiz 2 (Seminar 8)** will cover materials from Seminars 4 to 7 (inclusive).

**In-Class Quiz 3 (Seminar 12)** will cover materials from Seminars 8 to 11 (inclusive).

Further information regarding the format and content of these quizzes will be provided in separate announcements.

Please note that there are NO supplementary quizzes. Given that each assessment is worth less than 20% of the final composite mark, there will be no special consideration unless under extenuating circumstances.

**Final Examination (70%)**

The final examination will be held during the formal end-of-session examination period. The aim of the final examination is to enable you to demonstrate to the examiner that you have achieved all the Learning Objectives for this Course, and to achieve an adequate level of technical competency in Accounting, as well as the capacity to use the technical competency to apply it analytically and critically in a business environment.

The examination may include multiple choice and written questions. Written questions may include multiple parts consisting of related numerical and short written responses. Further information regarding the format and content of the final exam will be provided in a separate announcement in Seminar 12.
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

The website for this course is on Moodle at:

The required textbook for this course is:

ACC5996 Management Accounting and Business Analysis (Compiled by Paul Andon).
ISBN 978-0170350396
This textbook will be available from the UNSW Bookshop.

In addition to this required text, other supplementary reading materials may be issued as appropriate.

Other texts that you may find useful are:


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 an online course evaluation survey, as well as a teacher evaluation performed in class.
# 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>SEMINAR</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION A: FOUNDATION MANAGEMENT ACCOUNTING AND COSTING CONCEPTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar 1</td>
<td>Introduction and Basic Management Accounting Concepts</td>
<td>Textbook CH1 Textbook CH2</td>
</tr>
<tr>
<td></td>
<td>This seminar is intended to provide an introduction to the course and to basic concepts and ideas related to management accounting. We will define management accounting, its general objectives, and describe contemporary changes in management accounting practices and the role of the management accountant.</td>
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<tr>
<td>Seminar 2</td>
<td>Cost Behaviour</td>
<td>Textbook CH3</td>
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<td></td>
<td>This seminar will focus on the importance of understanding cost behaviour as part of management accounting and business analysis. In this seminar, we will define various forms of cost behaviour, estimate cost functions through specified quantitative techniques, and raise awareness of connections between cost behaviour, cost estimation and decision making.</td>
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<tr>
<td>Seminar 3</td>
<td>Activity-Based Costing and Management</td>
<td>Textbook CH4 Textbook CH12</td>
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<td></td>
<td>This seminar examines deficiencies in Functional-Based Costing and how Activity-Based Costing (ABC) can improve cost assignment processes. We will also see how focusing on activities is useful for managing costs and improvement through Activity-Based Management.</td>
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<tr>
<td><strong>SECTION B: ANALYSIS FOR PLANNING AND CONTROL</strong></td>
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<tr>
<td>Seminar 4</td>
<td>Standard Costing</td>
<td>Textbook CH9</td>
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<td></td>
<td>This seminar will focus on standard setting and variance analysis. We will explore how standards are set and used in planning and managing resources. We will calculate and interpret direct materials and direct labour variances, as well as mix and yield variances. We will also discuss approaches used to consider the significance of variances, responsibility for them, and the need for corrective action.</td>
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<tr>
<td>Seminar 5</td>
<td>Budgeting</td>
<td>Textbook CH8</td>
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<td>In this seminar we define budgets and discuss their importance for organisational planning and control. We will examine the components of the master budget and apply processes through which budgets are prepared. We will also examine variations of the budgeting process, such as flexible budgeting and activity-based budgeting.</td>
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<tr>
<td>Seminar 6</td>
<td>Decentralised Planning and Control</td>
<td>Textbook CH10</td>
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<td>For this seminar, we will consider how and why firms choose to decentralize, and how this relates to a need for responsibility accounting. We will compute and interpret selected measures of investment centre performance, such as ROI, RI and EVA. We will also examine the role of transfer pricing in decentralised firms and consider methods of transfer price setting.</td>
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<tr>
<td>Seminar 7</td>
<td>Cost-Volume-Profit Analysis</td>
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<td>Profitable operations are an important part of any commercial organisation. This seminar examines the relationship between cost behaviour, sales quantities and price, and how they can be brought together to analyse profitability, as well as decision making scenarios such as product mix. This seminar will also consider the impacts of risk and uncertainty on such matters.</td>
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<td></td>
<td>Textbook CH16</td>
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### SECTION C: BUSINESS ANALYSIS, DECISION MAKING, AND IMPROVEMENT

<table>
<thead>
<tr>
<th>Seminar 8</th>
<th>Tactical Decision Making</th>
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<td></td>
<td>For this seminar, we will introduce and learn to apply tactical decision-making techniques to various short-term decision making scenarios. We will also examine basic pricing concepts and approaches.</td>
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<td>Textbook CH17 Textbook CH18</td>
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<tr>
<th>Seminar 9</th>
<th>Quality Management</th>
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<td>In this seminar, we will introduce the notion of quality and consider how quality practices can be analysed through financial and non-financial analysis. We will also examine how certain quality improvement methods can be applied to identify quality problems and opportunities for improvement.</td>
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<tr>
<td></td>
<td>Textbook CH14 C&amp;N CH13 (online) B&amp;V CH11 (online)</td>
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<tr>
<th>Seminar 10</th>
<th>Inventory Management</th>
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<td>This seminar will focus on importance of optimising inventory management for business improvement. In particular, we will focus on and consider the relative merits of Just-in-Case, Just-in-Time, and Theory of Constraints approaches, each of which prescribe distinctive approaches to inventory management.</td>
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<td>Textbook CH20</td>
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<tr>
<th>Seminar 11</th>
<th>Capital Investment: Analysis and Project Management</th>
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<td>The aim of this seminar is to examine the nature and purpose of capital investment. We will analyse capital investment opportunities using non-discounted and discounted approaches, and discuss the merits of each. We will also consider how approved investments can be effectively project managed to ensure their efficient and timely achievement. In this regard, we will look at the following techniques: GANTT charts, network diagrams, critical path and PERT.</td>
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<td></td>
<td>Textbook CH19 B&amp;V CH8 (online)</td>
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### SECTION D: REVIEW

<table>
<thead>
<tr>
<th>Seminar 12</th>
<th>Course Review</th>
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<tr>
<td></td>
<td>- What we have learned</td>
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<tr>
<td></td>
<td>- Q&amp;A</td>
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<tr>
<td></td>
<td>- Practice final exam questions</td>
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<td></td>
<td>TBA</td>
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**QUIZ THIS WEEK**
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 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.

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. 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>
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<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. 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>
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<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts. You should be able to:</td>
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<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<td><strong>4. Teamwork:</strong> 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>
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<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>
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</table>
You should be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Consider social and cultural implications of business and/or management practice.

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: 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 see if you understand plagiarism, do this 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 Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > 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.

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

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 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. Information for staff and students on expected workload: https://student.unsw.edu.au/uoc
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. For more information, see: https://student.unsw.edu.au/attendance

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://student.unsw.edu.au/conduct

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.

General Information on Special Consideration:

- 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://student.unsw.edu.au/special-consideration
- 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.
• Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
• Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
• Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
• Special consideration requests do not allow lecturers-in-charge to award students additional marks.

5 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
  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
  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. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

• UNSW Learning Centre 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


• UNSW Counselling and Psychological Services 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 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