FINS5523
ALTERNATE ASSET CLASSES

Course Outline
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Room</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>A/Prof Peter Pham</td>
<td><a href="mailto:peter.pham@unsw.edu.au">peter.pham@unsw.edu.au</a></td>
<td>BUS 307</td>
<td>x5589</td>
</tr>
</tbody>
</table>

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 and go to Week 12. The course consists of one 2-hour lecture and a 1-hour discussion session in the same venue. The class time and location are:

**Wed 6-9 pm, Ainsworth Building G03**

**Online Lectures:** Both the audio and video of every lecture in this course will be made available immediately after the lecture through EchoCentre. Recordings can be accessed through the EchoCentre item on Moodle.

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

This course examines alternative asset classes not previously analysed in the finance discipline. In particular, it focuses on the most dominant type of alternative assets known as venture capital or private equity investments. The course departs from conventional investment approaches to examining risk and return, and analyses issues associated with long term financing of growing private business and of public-to-private transactions.

2.4 Course Aims

This course covers the theory and practice of venture capital and private equity investments, as well as the financing of entrepreneurial firms and public to private transactions. Topics to be discussed include, but are not limited to, the following areas:

1. The venture capital industry in Australia (and other countries), and other sources of funds for financing new ventures (including angel investors, banks and other institutions).
2. Venture fundraising and characteristics of venture capital firms:
   (a) Limited partnerships
   (b) Corporate venture capital
3. Characteristics of entrepreneurial ventures at different stages of development:
   (a) Seed, Start-up,
   (b) Expansion, Mezzanine,
   (c) Buyout, Turnaround,
   (d) Privately owned firms,
   (e) Newly listed firms

4. The structure of financial contracts:
   (a) Staging, Syndication,
   (b) Forms of finance (debt, convertible debt, preferred equity, convertible preferred equity, common equity, warrants, and combinations of these instruments),
   (c) Board representation,
   (d) Restrictive covenants and confidentiality agreements,
   (e) Legal and institutional barriers to efficient venture capital financial contracting,

5. Exiting investments:
   (a) Initial Public Offerings (IPOs),
   (b) Mergers / Strategic Acquisitions,
   (c) Secondary Sales, Buybacks, Write-offs,
   (d) Partial exits,
   (e) Legal and institutional barriers to efficient exit strategies,

   (a) Traditional valuation methods,
   (b) Valuation of private equity firms,

6. Buyouts and Going-Private Transactions
   (a) Buyout industry in Australia,
   (b) Special features of buyouts transactions
   (c) Valuation of buyout deals

7. Venture Capital and Private Equity Investments in an International Context

2.5 Student Learning Outcomes

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

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are
able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

**Business Postgraduate Program Learning Goals and Outcomes**

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

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

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

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

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

For more information on the Undergraduate 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:
### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

Classes are conducted in 3-hour blocks, comprising of a lecture and a discussion session. The 2-hour lectures are intended to impart the necessary information for students to gain an adequate understanding of various theories, facts and phenomena related to venture capital and private equity. The discussion sessions will focus on the practical application of what is taught in the lectures by working through cases with accompanying discussion and questions.

Students are required to do the required readings and prepare answers to the case before attending the corresponding lecture. The questions that accompany the cases will be released one week before the class. Outside the lecture, we encourage students to form study groups to engage in interactive discussion. For each case study, students should enrich their background understanding by performing a group-based or an individual-based research. When possible, group discussion will be brought to class.

Consultation hours: students are encouraged to fully utilise the available consultation hours to best prepare the cases, assignment reports and to review for the quiz and exam.

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| 2 | Critical thinking and problem solving | • Use your knowledge of contracting problems to predict likely conflicts of interest that arise in a venture capital setting and suggest methods and instruments that can be used to overcome them.  
• Evaluate the business strategy of various entrepreneurial ventures and provide suggestions as to how they can raise financing for expansion. | • Case Reports  
• Investment Report  
• Exams |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Written communication</td>
<td>• Construct written work which is presented in a logical, profession and convincing manner, with the aim of persuading a venture capitalist to provide funding.</td>
</tr>
</tbody>
</table>
| 3b | Oral communication | • Communicate ideas in a succinct and clear manner. | • In-Class Case Presentations  
• Part of class participation mark |
| 4 | Teamwork | • Work collaboratively to complete a group’s investment report.  
• Evaluate each other’s role and contribution in a team exercise. | • Investment Report |
3.2 Learning Activities and Teaching Strategies

As an elective course at the end of your degree program, independent learning from students is expected. The course will draw on concepts, issues and practical information from various readings and cases. Students are therefore required to read and understand these materials and their relevance. Students are also expected to extend and apply their knowledge acquired in the lecture to current issues discussed in the financial press.

A large part of the course and its assessment components requires students to critically analyse and apply lecture materials to real cases. This reflects the skills required to work in today’s financial services environment. Part of the course will allow the students to practice their analytical and problem-solving skills, and then receive appropriate feedbacks. It is essential that students utilise this time to actively participate in the discussion of the prescribed materials and raise questions to the lecturer regarding areas where further reviews are necessary.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).
- pass the individual assessment component (i.e., an aggregate mark of 28.75 or above for the homework, class participation, mid-session quiz and final quiz) in order to pass the course (Unsatisfactory Failure Condition). Otherwise, you may get an Unsatisfactory Fail grade. As this course has a substantial group assessment component, this condition ensures that each student must show sufficient individual effort to warrant a Pass grade.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework Case Preparation</td>
<td>2.5%</td>
<td>TBA</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td>On-going</td>
</tr>
<tr>
<td>Mid-Session Class Quiz</td>
<td>20%</td>
<td>13th April 2015 (Week 6)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
<td>University Exam Period</td>
</tr>
<tr>
<td><strong>Group Assessments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-Class Case</td>
<td>2.5%</td>
<td>TBA with 1 week’s notice</td>
</tr>
<tr>
<td>Assignment: Investment Evaluation Report</td>
<td>30%</td>
<td>Friday 13th May 5pm</td>
</tr>
</tbody>
</table>
Case Preparations (Individual and Group) and Class Participation

Questions based on a case study will be posted on Moodle. At each class, the key facts of a case will be discussed first, followed by an in-depth analysis of the cases which will be guided by the focus questions available through Moodle. You are strongly encouraged to participate in the case discussion and interaction with the lecturer and other students. In addition, you will be required to submit one written case report at the beginning of the corresponding discussion session upon the request of the lecturer. There will also be a group case assessment where students will work in a group during the discussion portion of the lecture to provide an analysis of the case which is to be handed it at the end of the lecture.

Students may volunteer to take up presenting the key facts of the case to class, during the week the case is discussed. This presentation should not be longer than 10 minutes in total. **Doing so enables students to attain a bonus participation mark (1 automatic mark) than otherwise.** Case preparation should **not** answer the prescribed questions but rather identify the key facts in each case, linking them to the theories, and explaining why they are key facts, as well as sharing any other insights you may have about the case.

Assignment: Investment Evaluation Report & Simulation Activity

The 30% Investment Evaluation Report and the 10% Simulation Activity are group assessments. Students will be required to form groups early on in the session. Details of the assignment and expectations as to the groups’ functioning will be discussed in the class.

For each group assignment, students will be required to complete a ‘cover sheet’ indicating the level of contribution of each student to the assignment, including the number of meetings attended and percentage contribution in three areas: research, synthesis and writing. This cover sheet will be available on Moodle.

There may be instances where individual students, through prolonged sickness or misadventure, were unable to make an appropriate contribution. If this becomes an issue, such students may be given the option to complete an individual assignment on a new topic to be nominated. Otherwise ‘individual’ assignments are discouraged. Each group should be made up of no more than 4 students.

It is encouraged that students raise issues and conflicts related to group work (e.g. lack of contribution from a group member) early to the lecturers so that we can intervene quickly and make group work fair and enjoyable. Students should keep copies of all of their individual contributions (e.g., spreadsheet calculation, draft writing), which could be marked separately if there are serious group conflicts.

All assignment reports should follow a formal style of presentation and must include an executive summary, introduction, main body, conclusion, appendices (where their main supporting articles are attached) and list of references. A consistent style of referencing should be used. Marks will be deducted for inadequate presentation.
5 COURSE RESOURCES

Cases:

The cases will be made available online through Moodle. It is your responsibility to either print them out or have them available in class in soft copy.

Prescribed Readings: Lecture Handouts and Moodle Articles

All handouts in the lecture and articles posted on Moodle are considered required readings and will be examinable. These materials provide the core theories of the course. Copies of these will be distributed in Moodle one week before the relevant lectures (see the course schedule).

Recommended Readings

In addition, there are two supplementary texts:


The purchase of these texts is not compulsory. However, this text contains useful materials which can be used for assignment and exam preparation purposes. The library should have several copies of these books.

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 end of semester CATEI evaluations. You are also encouraged to provide constructive feedback to the lecturer directly in class, during consultation times or via email. We greatly value these suggestions, and even criticisms. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3) A Note on Private Equity Partnership Agreements</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2) A Note on Private Equity Securities</td>
</tr>
<tr>
<td>5</td>
<td>6 Apr</td>
<td>Venture Capital Investing II - Methods &amp; Instruments</td>
<td>1) A Note on Valuation in Private Equity Settings</td>
</tr>
<tr>
<td>6</td>
<td>13 Apr</td>
<td>MID-SESSION QUIZ</td>
<td>No Readings</td>
</tr>
<tr>
<td>7</td>
<td>20 Apr</td>
<td>Venture Valuation I - Qualitative Analysis and Multiple-based valuation</td>
<td>1) A Note on Valuation in Private Equity Settings</td>
</tr>
<tr>
<td>8</td>
<td>27 Apr</td>
<td>Venture Valuation II - Quantitative Techniques and Pricing</td>
<td>1) Valuing Young, Start-up and Growth Companies: Estimation Issues and Valuation Challenges, Aswath Damodaran</td>
</tr>
</tbody>
</table>

Mid session break
<p>| | | | |</p>
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</thead>
</table>
2) Gladstone and Gladstone, Venture Capital Investing: the complete handbook for investing in private businesses for outstanding profits, Chapter 11. |
2) A Note on the Initial Public Offering Process  
3) Google Dutch Auction IPO – collection of news articles. |
| 11 | 18 May | Leveraged Buyouts I and Introduction to Simulation | 1) Leveraged Buyouts: Inception, Evolution, and Future Trends, Perspectives, Vol. 3, No. 6  
2) QANTAS LBO (Time permitting) |
| 12 | 25 May | International Aspects of Venture Financing and Simulation Review | 1) A Note on European Private Equity  
2) A Note on Private Equity in Developing Countries  
### Case discussion schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No case</td>
</tr>
<tr>
<td>2</td>
<td>Yale Investment Office</td>
</tr>
<tr>
<td>3</td>
<td>Dermacare: Zapping Zits Directly</td>
</tr>
<tr>
<td>4</td>
<td>Grove Street Advisors</td>
</tr>
<tr>
<td>5</td>
<td>Adams Capital Management: Fund IV</td>
</tr>
<tr>
<td>6</td>
<td>No case</td>
</tr>
<tr>
<td>7</td>
<td>Metaphat Software</td>
</tr>
<tr>
<td>8</td>
<td>BTF Pty Ltd.: An Australian VC Transaction</td>
</tr>
<tr>
<td>9</td>
<td>Venture Valuation AG: The Genedata Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Apax Partners and Xerium</td>
</tr>
<tr>
<td>11</td>
<td>Blackstone Celanese Simulation (details available on Moodle)</td>
</tr>
<tr>
<td>12</td>
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</tr>
<tr>
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</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

• 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 Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound</td>
</tr>
</tbody>
</table>
You will be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and

b. Identify social and cultural implications of business situations.
For the *Business School Harvard Referencing Guide*, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: [https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf](https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf)  

**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](https://student.unsw.edu.au/program).

- **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, online activities 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 on expected workload: [https://student.unsw.edu.au/uoc](https://student.unsw.edu.au/uoc)

- **Attendance**
  Your regular and punctual attendance at lectures and seminars, as well as in online activities, 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](https://student.unsw.edu.au/attendance)

- **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](https://student.unsw.edu.au/conduct)

- **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://safety.unsw.edu.au](http://safety.unsw.edu.au).
- **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.

- **SPECIAL CONSIDERATION**
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 for undergraduate and postgraduate courses:**

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 > 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 in advance the instructions and conditions at: [https://student.unsw.edu.au/special-consideration](https://student.unsw.edu.au/special-consideration)

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

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

4. 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.

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.

**Business School policy on requests for special consideration for Final Exams in undergraduate courses:**
The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least and meeting the obligation to have attended 80% of tutorials.

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

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

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2016 are:
   - 12th July – exams for the School of Accounting
   - 13th July – exams for all Schools except Accounting and Economics
   - 14th July – exams for the School of Economics

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

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

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


**Special consideration and assessments other than the Final Exam in undergraduate courses:**
For tasks worth <20%, LICs have flexibility in deciding how to grant extensions and special consideration. Tasks over 20% should in most circumstances go through the online system.
**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; Email: counselling@unsw.edu.au

- **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