FINS5538
Takeovers, Restructuring &
Corporate Governance

Course Outline
Semester 1, 2017

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and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Matthew Hunter
Room 339, Level 3, Business School Building
Phone No: 9385-5853
Email: m.hunter@unsw.edu.au
Consultation Times: Monday 4.00pm – 5.30pm (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 and run until Week 12. The Time and Location are:
Monday 6-9pm, Central Lecture Block 6.

The lecture times in Week 11 and 12 are allocated for students to present their group pitchbook assignment as discussed further below.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
FINS5538 is an elective for the MCom program. It includes a complete, yet concise synthesis of the recent available literature on takeovers, restructuring and corporate governance within a logical, analytical structure. Topics covered include legal aspects of takeovers in Australia and the US, shareholder wealth effects and gains to takeovers, valuation and pricing of targets and other forms of corporate restructuring, including private equity, LBOs and divestitures.

2.4 Course Aims and Relationship to Other Courses
This course aims to provide an accessible introduction to the theory and practice related to corporate takeovers, other forms of corporate restructurings and governance. Material covered in Investments (FINS5513) has direct relevance to this course. In particular, topics relating to investment, capital structure and agency theories provide some guidance in helping to explain corporate restructuring activity. Furthermore, standard valuation techniques (e.g. discounted cash flow) covered in Capital Budgeting & Financial Decisions (FINS5514) will be used in conjunction with alternative techniques (e.g., comparable firms’ analysis) to value merger targets.

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 postgraduate 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 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 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</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business School postgraduate students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Understand the takeover process, specifically the legal, tax and financial issues, in Australia and overseas markets.</td>
<td>• All assessment items</td>
</tr>
</tbody>
</table>

Understanding of governance issues and how M&A can help resolve agency issues that arise from poor governance structures.

Understand the restructuring choices faced by managers and how these choices help resolve agency problems within firms.

Understand alternative control strategies, including leverage buyouts, joint ventures and going private transactions.
### Understand merger arbitrage investment strategies, and takeover defences and the controversy surrounding such practices.

| 2 | Critical thinking and problem solving | Develop critical and analytical skills, and be able to articulate your own research results in report format and oral presentation. 
- Evaluate the impact of takeovers on both short-term and long-term operating performance and shareholder value. 
- Apply valuation models, particularly industry standard methods, including DCF and comparable companies approaches. | All assessment items |
|---|---|---|---|
| 3a | Written communication | Construct written work which is logically and professionally presented. 
- Summarise your analyses and key findings in a highly succinct but effective sales pitch. | All assessment items |
| 3b | Oral communication | Communicate ideas in a succinct and clear manner. | M&A pitch |
| 4 | Teamwork | Work in teams to use information in cases, industry reports, financial statements and market-based data for evaluating M&A deals. | M&A pitch |
| 5a | Ethical, environmental and sustainability responsibility | Not specifically addressed in this course. | |
| 5b | Social and cultural awareness | Not specifically addressed in this course. | |

### 3 LEARNING AND TEACHING ACTIVITIES

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

The teaching and learning approach adopted emphasises the importance of developing critical thinking and analytical skills. This is achieved through a mix of lectures, case discussion, real data analysis, and group work. An important part of the course is linking material covered in class with work undertaken in mergers and acquisitions by the investment banking industry. This is achieved by using several learning techniques, including, (1) class room discussions based on mini-case studies drawn from the text book and academic papers; (2) a group research report on a potential M&A deal; and (3) analytical and problem solving skills, focusing on valuation and merger arbitrage problems using spreadsheet analysis. Students will be expected to participate actively in all classroom activities and will have the opportunity to present their own group project work.
3.2 Learning Activities and Teaching Strategies

Weekly Class Activities:
During a typical 3-hour session, the first half of class will be devoted to covering the lecture material, which will be primarily based on the assigned readings. These lectures are intended to establish an analytical framework for the session topic. The lecturer will focus on the most challenging concepts and students are encouraged to engage in a dialogue to facilitate better understandings of the materials.

The second half of the class will often involve the use of discussion groups and question-led debates on key issues raised during the lecture as well as case studies. These will help students develop both an understanding of the theoretical underpinning of the literature and a familiarity with how this theory helps explain restructuring activity in a practical applied setting. The use of case studies, both pre-prepared and derived from live situations related to lecture material will be an important part of the learning process. Class discussion is an important assessment component (see section 4.2).

Beyond the classroom:
You are required to do the required readings as well as preparing for the prescribed case before attending the lecture (in the form of a case summary). The class discussion questions can be downloaded from Moodle. All questions will be released one week before the corresponding discussion session. Outside the lecture, we encourage students to form study groups to engage in interactive discussion. For each case study, you should enrich your background understanding by performing a group-based or an individual-based research. You are also expected to work closely outside of the class to formulate and execute their assignment tasks.

In preparing for the mid-session and final exams, it is important that you attempt the suggested questions related to each prescribed textbook chapter. These help you understand the theory better and get a good practice for the types of questions that you may face in the exams.

Consultation hours:
You are encouraged to fully utilise the available consultation hours to best prepare the cases and the assignment, and to review for the exams.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must achieve an overall mark of at least 50%.

4.2 Assessment Details
The following table lists the types of assessments used in the course and their weighting towards the final grade. Details on each assessment task follow the table.
### Assessment Task

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation – weeks 1-4</td>
<td>5%</td>
<td>Not applicable</td>
<td>20 March</td>
</tr>
<tr>
<td>Mid session exam</td>
<td>30%</td>
<td>2 hours</td>
<td>10 April – in lecture</td>
</tr>
<tr>
<td>Class participation – weeks 5-10</td>
<td>10%</td>
<td>Not applicable</td>
<td>8 May</td>
</tr>
<tr>
<td>M&amp;A pitchbook (group assignment)</td>
<td>25%</td>
<td>Not applicable</td>
<td>11 May</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
<td>2 hours</td>
<td>Final examination period</td>
</tr>
</tbody>
</table>

### Class Participation Case Discussion and Analysis

You are required to participate during the in-class discussions. Overall participation quality will account for 15% of the final grade, conditional upon the submission of at least FOUR summary case reports (see below). This will be divided into two discreet marks, with 5% allocated to weeks 1-4 and 10% allocated to weeks 5-10.

An important learning objective of the course is to facilitate open dialogue and discussion among students and between students and lecturers about important issues covered in the course. Class activities will be structured around assigned cases and previous week lecture topics.

Active participation in the discussion of these questions (and not mere attendance of class) is essential to obtain a good mark for this assessment component. You are asked to come to class in a position to discuss the assigned case study and questions. **Students will be asked at random to present elements of the applicable case study or questions to the class and students should ensure they are in a position to do so.** The final mark will be decided at the end of the semester.

Cases will be posted in Moodle as noted in the Course Schedule set out in Section 7.

### Compulsory Case Reports:

For each of the cases, it is required that you submit a report summarising your answers to all the case questions at the end of the relevant class. You should prepare this report before coming to class. You can discuss the case with other students but must write up the report individually. **The Class Participation mark will be forfeited if fewer than FOUR reports of a satisfactory standard are submitted.**

### Group work: M&A Pitch

You will be required to form a group of four students at the beginning of semester. Your group will be given the responsibility for coming up with a potential M&A idea not currently under active discussion. The task is to prepare and submit a pitch book and to present it to the class.

A pitch book is an M&A investment banker’s proposal to a potential bidder or target to consider participating in the deal. The pitch should: develop a deal concept, form a rationale to compel firms to participate, design a deal structure, and consider the potential challenges to its completion.
Steps in the project include:

1. Identify a company that would be a good acquisition target. Explain why it is attractive (the investment thesis) and what the risks are associated with the business.
2. Identify potential purchasers. These can be strategic buyers or financial buyers.
3. Analyse the industry and competitive landscape.
4. Estimate the potential synergies of the most likely bidder.
5. Conduct a valuation of the target company. Do a comparable company analysis and comparable deal analysis. Also do a DCF valuation based upon forecast free cash flows. Show that the value to a prospective acquirer exceeds the expected acquisition price.
6. Identify any impediments to a takeover. That is, explain how well the target has set up its takeover defences, what they are and the target’s likelihood to fight the acquisition.
7. Develop an attractive deal structure and financing method.

The pitch book should consist of a Powerpoint presentation and supporting documents. Details regarding valuation should be left as supporting documents. The PowerPoint presentation should have no more than 30 slides. And, the slides must not be filled with text such that the presentation essentially constitutes a written report. The presentation and any supporting documents will be required to be submitted to the Lecturer in Charge in PDF by email prior to the due date.

Your group will be asked to present the pitch book in either week 11 or 12. The assessment will be a function of both the quality of the written material and the way in which it is presented in class. It is important that all members of the group make a contribution in the preparation and delivery. Each member of the group will be asked to review the other team members and this will be considered in determining final marks for individuals within the team.

Exams

The mid-session and final exams are closed-book in-class exams. Details will be posted to the course web site and discussed in class prior to the exam date.

The exam will be a combination of multiple-choice, short-answer, calculation-based and case-based questions. In preparation for the exam, you should review all prescribed (case and non-case based) questions and attempt the recommended questions from the workbook accompanying the Bruner text. The case-based questions in the exam will draw from the prescribed cases.

4.3 Assessment Submission Process

The group assignment must be submitted via email to the Lecturer in Charge by the due date, in PDF format.

4.4 Late Submission

Late assignments will be accepted only in the case of extenuating circumstances. When necessary, late submissions should be discussed before the deadline with the instructor.
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
All course lecture notes, information on assessments and discussion questions can be found on the subject web page (Moodle, see below). Students are strongly advised to log into the subject web page at least once a week.


Cases: Links will be provided via Moodle.

Additional readings:
The following texts are not required for the course, but may be useful for this and future classes:

Additional academic references papers will be listed on Moodle for some weeks.

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 the end of semester.

The current course format is influenced by versions of this course taught in previous years. In previous years, negative comments generally related to the quantity of reading material, and the need to give students more hands-on practices. Positive comments on undertaking a group project were noted, as were comments that suggested a less 'academic' research project. This encouraged the move toward a case study and pitch-book mode of assessment as well as the inclusion of the M&A simulation game.

7 COURSE SCHEDULE
Lectures start in Week 1 and finish in Week 12. Weeks 11 and 12 are allocated for students to present their team assignment (Pitchbook presentation). Students will be allocated into either Stream A or B to determine which week their pitchbook presentation will be called upon to be presented.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Class activity</th>
<th>Reading²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to M&amp;A</td>
<td>No Case Study</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>27 February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Economic and Strategic Considerations in M&amp;A</td>
<td>Case posted on Moodle for class discussion</td>
<td>6, 7</td>
</tr>
<tr>
<td>6 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Valuation approaches</td>
<td>Case posted on Moodle for class discussion</td>
<td>8, 9, 10, 14</td>
</tr>
<tr>
<td>13 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Valuing Synergies, Liquidity and Control</td>
<td>Case posted on Moodle for class discussion</td>
<td>11, 15</td>
</tr>
<tr>
<td>20 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Corporate Governance and Takeover Regulations</td>
<td>Coopers Brewery</td>
<td>25, 26, 27</td>
</tr>
<tr>
<td>27 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Deal Structuring and Financing</td>
<td>Brazos Partners Case</td>
<td>18, 20, 21, 22</td>
</tr>
<tr>
<td>3 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Mid session exam (held in class)</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>10 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Leveraged buyouts and asset restructuring</td>
<td>Coates Hire / National Hire</td>
<td>13, 34</td>
</tr>
<tr>
<td>24 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Takeover Strategies, Hostile Takeovers, Defensive Strategies and Merger Arbitrage</td>
<td>RBS / NatWest Case</td>
<td>30, 31, 32, 33</td>
</tr>
<tr>
<td>1 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Cross Border Deals, Joint Ventures and Strategic Alliances and Merger Integration</td>
<td>None</td>
<td>5, 12, 36</td>
</tr>
<tr>
<td>8 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Pitchbook Presentations: Stream A (held in class)</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>15 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Pitchbook Presentations: Stream B (held in class)</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>22 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO LECTURES</td>
<td>None</td>
<td>N/A</td>
</tr>
<tr>
<td>29 May</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mid semester break: Friday 14th April to Saturday 22 April inclusive

¹ Case materials and questions will be posted on Moodle before the relevant class.
² These numbers refer to the chapters from the course text, Applied Mergers and Acquisitions by Bruner.
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 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><strong>1. Knowledge:</strong> Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will be critical thinkers and effective problem solvers.</td>
</tr>
<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective professional communicators.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
</tr>
<tr>
<td>You will 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. Identify social and cultural implications of business situations.</td>
</tr>
</tbody>
</table>
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:
  c. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
  d. 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:
  c. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
  d. Consider social and cultural implications of business and/or management practice.

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 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/referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (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 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

10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning 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

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 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/.

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

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 are made by lecturers-in-charge for all other assessment items aside from the final exam, **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 Protocol on requests for Special Consideration for Final Exams:**

The Business School Faculty panel 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 and attempted all other assessment items and meeting the obligation to have **attended 80% of tutorials**.

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

**Special Consideration and the Final Exam in undergraduate and postgraduate 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, 2017 are:
Wednesday 12 July 2017  School of Banking and Finance, Management, Risk and Actuarial Studies

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. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:
http://www.business.unsw.edu.au/suppexamprotocol

**Special Consideration and assessments other than the Final Exam in undergraduate and postgraduate courses:**

Special considerations in assessments other than for final exams, e.g. mid-semester exams, projects, **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) The LIC will review and decide the outcome deciding how to grant extensions and special consideration and update your application with the arrangements of the Supplementary assessment. For mid-session exams and quiz’s they will be scheduled approximately 7 working days after the original assessment, which will be required to make yourself available.

**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
  The EDU offers 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 7577 or 9385 4508; 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 services and facilities for students**
  [https://www.library.unsw.edu.au/study/services-for-students](https://www.library.unsw.edu.au/study/services-for-students)

- **IT Service Centre:**
  [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html)
  Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.

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

- **Disability Support Services**
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au