FINS5568
Capstone - Portfolio Management Process

Course Outline
Semester 1, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email1</th>
<th>Room2</th>
<th>Phone</th>
<th>Consultation times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer-in-charge</td>
<td>Henry Yip</td>
<td><a href="mailto:h.yip@unsw.edu.au">h.yip@unsw.edu.au</a></td>
<td>BSB 347</td>
<td>938 55870</td>
<td>Tue 10:00 - 12:00</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Filippo Massari</td>
<td><a href="mailto:f.massari@unsw.edu.au">f.massari@unsw.edu.au</a></td>
<td>QUAD 2121</td>
<td>938 55754</td>
<td>TBA</td>
</tr>
</tbody>
</table>

1 For email communication, it is UNSW policy that students must use UNSW zmail to communicate with staff and include their UNSW student ID number.
2 BSB denotes Business School Building.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
- Tue 12:00 - 15:00 Old Main Bldg. 231
- Tue 18:00 - 21:00 LAW Building 388

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

2.3 Summary of Course
The course presents a continuous and systematic approach to the process of portfolio management. The process begins with the development of a policy statement to suit the needs, constraints and preferences of an investor. A thorough examination of past, current and projected conditions of the economy, markets, industries and companies is then conducted to form risk-return expectations for the implementation of investment strategy and construction of portfolio. The last stage of the process focuses on the continual monitoring of portfolio performance and changes to both market and investor-related factors. This reality check serves as impetus for updating the policy statement and revising the investment strategy.

2.4 Course Aims and Relationship to Other Courses
FINS5568 is a capstone course for the finance and economics specialisations of Program 8404 and Program 8417. Students from the two Programs must study this course in their final semester after completing FINS5512, FINS5513 and 48 units of credit (inclusive of any transfer credit).

This course builds on, integrates, and applies prior knowledge in financial markets, portfolio theory, asset pricing, business economics, and macro- and micro-economics to prepare students with working knowledge of the process of portfolio management.

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 coursework 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’).

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 developed in in-class 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 postgraduate coursework 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>Identify and apply disciplinary knowledge to business situations in portfolio management in a local and global environment.</td>
<td>In-class test</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Identify, research and analyse complex issues and problems in portfolio management, and propose appropriate and well-justified solutions.</td>
<td>Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
<td>Oral presentation slides</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Participate collaboratively and responsibly in teams, and to reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
<td>Team assignment</td>
</tr>
<tr>
<td>5a Ethical, social and environmental responsibility</td>
<td>Identify and assess ethical consideration in business decision-making and practice.</td>
<td>TBA</td>
</tr>
<tr>
<td>5b Social and cultural awareness</td>
<td>Consider social implications of business.</td>
<td>In-class test</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The philosophy underpinning this course is best summarised by the following list of guidelines extracted from Guidelines on Learning that inform teaching at UNSW:
1. Effective learning is supported when students are actively engaged in the learning process.

6. Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.

10. Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning.

15. Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.

16. Meaningful and timely feedback to students improves learning.

### 3.2 Learning Activities and Teaching Strategies

We conduct case studies, assess oral presentation and discuss disciplinary knowledge and homework in class to help students:

- integrate and apply disciplinary knowledge in finance, accounting and economics to business situations;
- develop critical analysis and problem solving, teamwork and communication skills;
- consider social and ethical implications;
- prepare for assessments and collect timely feedback.

Outside of the classroom, students revise their lessons and prepare for homework, assessments and other in-class activities.

### 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).

#### 4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test</td>
<td>35%</td>
<td>To be advised</td>
<td>Week 5</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>7.5%</td>
<td>3 minutes</td>
<td>Week 6</td>
</tr>
<tr>
<td>Oral presentation slides</td>
<td>5%</td>
<td>As many pages as necessary and sufficient to cover the 3-minute presentation</td>
<td>9 am sharp, Tue, 14 Apr</td>
</tr>
<tr>
<td>Team assignment</td>
<td>15%</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Reflection report</td>
<td>5%</td>
<td>600 words</td>
<td>TBA</td>
</tr>
<tr>
<td>Peer assessment of teamwork</td>
<td>n/a</td>
<td>Online questionnaire</td>
<td>TBA</td>
</tr>
<tr>
<td>TBA - for PLG 5a</td>
<td>7.5%</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>TBA</td>
<td>Exam Period</td>
</tr>
</tbody>
</table>
**In-class Test**
The in-class test is closed-book and may contain multiple-choice questions, numerical problems and/or short written-answer questions. It will be held in the usual classroom during usual class time in **Week 5**. The syllabus covers materials taught and discussed from Week 1 to 4 only.

Students must take the test in their enrolled class and have their UNSW student ID card on display at all times during the test. Students are allowed to use UNSW-approved calculators only. A 20% penalty will apply to those taking the test in a different class, using non-UNSW-approved calculators and/or without a UNSW student ID card.

Students must observe the UNSW Policy for exam. Students are deemed to be fully aware of this Policy which may be found at the webpage below: https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinations.html

Students who are caught cheating and/or possess unauthorised materials will not receive any mark for the entire in-class test. The supervisor may take pictures and/or videos of the students and unauthorised materials. The pictures and/or videos, if any, will be sent to the UNSW staff responsible for handling student misconduct.

Staff will use the UNSW Business School rubrics for **PLG 1. Knowledge and PLG 2. Critical thinking and problem solving** to guide the grading of this assessment.

**Oral presentation**
Students assume the role of the CFO of a non-profit organisation hosting an investment seminar to promote a social/cultural cause and social impact bonds (SIBs) to an audience of philanthropic investors. Below are some of the many issues that students may go over in the presentation:

- What is the social/ cultural problem that the NPO hopes to solve?
- What is the intervention strategy and the intended outcomes?
- How does the NPO measure the success of the intervention strategy and what was the past success rate?
- How does the program save the government money?
- Why does the NPO use social impact bonds to raise money as opposed to donations, and pay-for-performance contracts?
- Why should the investors park their money to social impact bonds?

Ultimately, students must decide on the issues that are relevant to the purpose of the investment seminar.

Students must NOT choose the same cause as the Newpin program, i.e., to restore children in out-of-home care back to their family, as we are covering the Newpin program in Week 4. Students must take initiative to conduct research, identify cause and answer the relevant issues on their own.

Students may refer to Social Finance Inc., the case from Harvard Business Publishing and the webpages below as the starting point for potential social issues, intervention programs and how these programs help prevent/solve social problems and save the government money.

- [https://www.myphilanthropedia.org/top-nonprofits/](https://www.myphilanthropedia.org/top-nonprofits/)
- [http://www.abc.net.au/compass/explore/sociss.htm](http://www.abc.net.au/compass/explore/sociss.htm)
Every student will have 3 minutes to deliver the oral presentation. The presentation schedule will be posted on the course webpage once it is finalised. The 3-minute time limit will be strictly enforced. Students who fail to turn up at the scheduled time will not receive any marks allocated to this assessment.

Staff will use the UNSW Business School rubric for PLG 3b. Oral Communication to guide the grading of this assessment.

**Oral presentation slides**
Students must submit one soft copy of their presentation slides via Moodle Assignment on or before the due date. Students who miss the submission deadline will not receive any mark allocated to this assessment.

Students must hand in one exact same hard copy as above to the lecturer in person during class held on the due date.

Staff will use the UNSW Business School rubric for PLG 3a. Written Communication to guide the grading of this assessment.

**Team assignment**
TBA

**Reflection Report**
Every student must prepare a reflection report on own participation and team’s processes with regard to the team assignment. The reflection report must not exceed 600 words. A “correct” word count must be provided. Use the normal margin setting of the word processor and a font size of no less than 11. Students may include a list of references. The reference list is not counted towards the word limit.

- Submit ONE soft copy of the reflection report via Turnitin; AND
- Hand in ONE exact same hard copy as above to the lecturer in person no later than the due date.

Don’t forget to include the UNSW Business School assignment cover sheet in the reflection report for both the soft and hard copies. Once an item is submitted, the submission is final and no further submission in any form will be accepted.

Late submission of either copy will carry a 20% penalty per block of 24 hours. Students who plagiarise and/or submit a different hard copy from the soft copy will get zero mark for the reflection report. A 10% penalty will apply to reports that do not comply with the prescribed file format.

Students may refer to the webpage below for file types accepted by Turnitin:

Staff will use the UNSW Business School rubric for PLG 4. Teamwork Criteria 2 and 3 to guide the grading of this assessment.

**Peer assessment of teamwork**
WebPA is an online tool for the members of a team to peer assess one another towards a team task. Research has suggested that it may not be fair to award the same mark to individual members of a team. To ensure fairness, we ask students a few
questions (as per the UNSW Business School rubric for PLG 4. Teamwork Criteria 1) on-line to rate the overall participation and contribution of their group members towards the team assignment.

For each team, WebPA will use the ratings to the questions to adjust the mark awarded to the team assignment and award separate marks to the members accordingly.

Staff will make WebPA available for student access via the course website in due course. Students must complete the on-line peer assessment no later than the due date. A 10% penalty will apply otherwise.

**Final exam**
TBA

### 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:
http://moodle.telt.unsw.edu.au

The prescribed textbook for this course is:

OR

A custom book version of the above text compiled by Henry Yip for UNSW FINS5568 Portfolio Management Process, Cengage Learning

The textbook below is also highly relevant and recommended:

Links to access the case studies and other course resources will be posted on Moodle.

## 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.

Feedback from previous students indicated that they enjoyed and valued the teamwork experience. They suggested the course could be improved with less assessment items.
As a result of this feedback, we have reduced the number of assessment items to assess the same number of program learning goals assigned to this course.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Case Topic</th>
<th>References</th>
<th>Other Activities/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 2 March</td>
<td>Course outline; Investment policy statement (IPS)</td>
<td>IAPM Ch 2, MIP Ch 1, OR BKM Ch 28</td>
<td>-</td>
</tr>
<tr>
<td>Week 2 9 March</td>
<td>Capital market expectations (CME)</td>
<td>MIP Ch 4</td>
<td>• Student presentation/discussion of homework on IPS</td>
</tr>
<tr>
<td>Week 3 16 March</td>
<td>Asset allocation (AA)</td>
<td>IAPM Ch 2, 3, 5</td>
<td>• Student presentation/discussion of homework on CME</td>
</tr>
<tr>
<td>Week 4 23 March</td>
<td>Social Impact Bonds (SIBs)</td>
<td>Course website</td>
<td>• Student presentation/discussion of homework on AA • Case study on SIBs</td>
</tr>
<tr>
<td>Week 5 30 March</td>
<td>n/a</td>
<td></td>
<td>• In-class test</td>
</tr>
</tbody>
</table>

Mid-semester break: Good Friday 3rd April - Sunday 12 April

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Case Topic</th>
<th>References</th>
<th>Other Activities/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6 13 April</td>
<td>n/a</td>
<td></td>
<td>• Student oral presentations</td>
</tr>
<tr>
<td>Week 7 20 April</td>
<td>Economic analysis</td>
<td>IAPM Ch 12</td>
<td>• TBA</td>
</tr>
<tr>
<td>Week 8 27 April</td>
<td>Industry analysis</td>
<td>IAPM Ch 13</td>
<td>• TBA</td>
</tr>
<tr>
<td>Week 9 4 May</td>
<td>Company analysis</td>
<td>IAPM Ch 10, 11, 14</td>
<td>• TBA</td>
</tr>
<tr>
<td>Week 10 11 May</td>
<td>Equity portfolio management strategies</td>
<td>IAPM Ch 16</td>
<td>• TBA</td>
</tr>
<tr>
<td>Week 11 18 May</td>
<td>Portfolio performance, reporting &amp; rebalancing</td>
<td>IAPM Ch 25</td>
<td>• TBA</td>
</tr>
<tr>
<td>Week 12 25 May</td>
<td>Ethics and regulations</td>
<td>Course website</td>
<td>• TBA</td>
</tr>
<tr>
<td>Week 13 1 June</td>
<td>NO LECTURES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

To 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 the Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

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

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

10.1 Workload

It is expected that you will spend at least 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 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 Occupational Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
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
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.

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 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

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