FINS5568
Capstone - Portfolio Management Process

Course Outline
Semester 1, 2016

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Part B: Key Policies, Student Responsibilities and Support
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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>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>93855870</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>QUAD2121</td>
<td>93855754</td>
<td>Tue 10:00-12:00</td>
</tr>
</tbody>
</table>

¹ For email communication, students must use UNSW zmail to communicate with staff and include in the message their UNSW student ID number and the course code to which the enquiry is related.
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 13:00 - 16:00 Mathews Theatre C
- Tue 18:00 - 21:00 Old Main Building 150

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
FIN5568 is a capstone course for the banking, finance and economics specialisations of Program 8404 and Program 8417. To enrol in this course, students from the two Programs must have completed FIN5512, FIN5513 and 48 units of 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 all 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’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be 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>
</tbody>
</table>
| 1 Knowledge | Identify and apply disciplinary knowledge to business situations in portfolio management in a local and global environment. | • In-class test  
• Exam |
| 2 Critical thinking and problem solving | Identify research and analyse complex issues and problems in portfolio management, and propose appropriate and well-justified solutions. | • In-class test  
• Exam |
| 3a Written communication | Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. | Information memorandum |
| 3b Oral communication | Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. | Oral presentation |
| 4 Teamwork | Participate collaboratively and responsibly in teams, and to reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes. | Group report on client brokerage |
| 5a Ethical, social and environmental responsibility | Identify and assess ethical consideration in business decision-making and practice in the context of client brokerage. | • Group report on client brokerage  
• Exam |
| 5b Social and cultural awareness | Consider social implications of business on non-profit organisations in the context of social impact bonds. | Information memorandum |
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: https://teaching.unsw.edu.au/guidelines.

1. Effective learning is supported when students are actively engaged in the learning process.
2. 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, organise team activities, assess oral presentation, present disciplinary knowledge and discuss 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; and
- 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/Administration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class test</td>
<td>35%</td>
<td>90 minutes</td>
<td>Week 5, Tue, 5 Apr</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>5%</td>
<td>3 mins</td>
<td>Week 8, 1 pm, Tue, 26 Apr, Moodle Assignment</td>
</tr>
<tr>
<td>Information memorandum</td>
<td>10%</td>
<td>5 A4 pages</td>
<td>Week 8, 1 pm, Tue, 26 Apr, Moodle Turnitin</td>
</tr>
<tr>
<td>Group report on client brokerage</td>
<td>5%</td>
<td>4 A4 pages</td>
<td>Week 12, 1 pm, Tue, 24 May, Moodle Turnitin</td>
</tr>
<tr>
<td>Reflection report</td>
<td>5%</td>
<td>3 A4 pages</td>
<td>Week 12, 1 pm, Tue, 24 May, Moodle Turnitin</td>
</tr>
<tr>
<td>Peer evaluation of teamwork</td>
<td>n/a</td>
<td>Online survey</td>
<td>Week 12, 5 pm, Fri, 27 May, Moodle WebPA</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
<td>2 hours</td>
<td>During University Exam Period 10th to 27th of</td>
</tr>
</tbody>
</table>
In-class Test

Students must take the test in their enrolled class. The in-class test is closed-book and contains 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 from Week 1 to 3 only.

Students must bring and use only calculators that are in the list of UNSW approved calculators. They must observe and are deemed to be fully aware of the UNSW Exam Rules and Policy. See below the relevant web pages for further information.

https://student.unsw.edu.au/exam-rules

The following are some of the possible penalties applicable to misconduct (e.g., failure to observe exam rules and policy; and bringing in or using unauthorised materials) in a formal test and examination: formal reprimand, reduction in marks, failure in the course, conditions placed on enrolment, and suspension or exclusion from UNSW.

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

Oral presentation

The scenario is a breakfast briefing that is aimed at promoting a social cause and a relatively new investment vehicle or source of funding known as social impact bonds to an audience of philanthropic investors, foundations and managers of socially responsible funds. There are three presentations of three minutes each - one delivered by the State Treasurer, another by the CEO of a non-profit organisation (NPO), and the last by an investment banker.

Students act as the CEO of the NPO. They were asked by the organiser to spend the three-minute time slot on

i. Promoting the social cause – To highlight and make the audience aware of the social problem that their organisation plans to solve; and
ii. Explaining the intervention program (that needs funding) – To outline and explain the intervention program that their organisation has developed to alleviate the social problem and achieve the intended outcomes.

Students may find Social Finance Inc., the case from Harvard Business Publishing, and the resources posted on Moodle regarding the NEWPIN program useful for this assessment.

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 will discuss the program, being developed by UnitingCare Burnside, in Week 4. Students must take initiative to conduct research, identify an existing cause to their liking, explore the widespread social problem, learn the intervention program, and prepare the presentation on their own.

The oral presentation assessment is run over a number of hourly sessions in Weeks 8 and 9. For example, suppose we have allocated a group of eight students from the afternoon class to the 2nd hourly session in Week 8. Staff will ask this group of students to come inside the classroom around 2 pm soon after the previous group of students
from the last hourly session finish their presentations. Students need to stay for their own session only. This means the eight students in the 2nd hourly session in Week 8 will be

- present in the classroom from 2 pm to 3 pm in Week 8 to present their own work and listen to the presentations of classmates in the same session; and
- excused for all the other hourly sessions to be held in Weeks 8 and 9.

Staff will post the order of presentation and hourly sessions on the course webpage in due course.

All students must submit a **soft copy** of the presentation slides (or the link to the file) via **Moodle Assignment** before the common due date in **Week 8**. Students are not required to submit a hard copy of the presentation slides. Although there is not any limit on the number of slides, students are advised to prepare the right amount of slides according to the straight time limit of three minutes. Be mindful that having too many slides that are not covered, or inadequate amount of slides/materials to engage the audience, will weigh down the presentation.

Staff will download the files in class and have the slides ready for individual students to present when their turn is up. Students who fail to submit the slides before the due date or turn up at the scheduled time will receive zero mark for this assessment.

Staff will use the UNSW Business School rubric for **LO 3b, Oral communication** to guide the grading of this assessment.

**Information Memorandum**

This assessment is an extension of the oral presentation task. For this assessment, students continue their role as the CEO of the NPO and prepare an information memorandum as if they would bring the document to the breakfast briefing for distribution to the audience.

The coverage of topics of a typical information memorandum could be broad. For the sake of this assessment, we only require students to include the information below in the document:

i. The same social problem that they have previously identified for oral presentation.

ii. The intervention program that their organisation has developed to alleviate the social problem and the intended outcomes of the intervention program.

iii. The implications, i.e., rationales and/or benefits, of the new funding approach on the non-profit sector at large.

All students must submit a **soft copy** of the information memorandum via **Moodle Turnitin** on or before the common due date in **Week 8**. Students must also submit a **hard copy** to the lecturer in person during their session of presentations, i.e., the exact date of hard copy submission will depend on the allocated presentation session.

The information memorandum must not exceed FIVE A4 pages – Reserve the 1st page for the (individual) assignment cover sheet. Spare no more than the next two pages exclusively for the social problem and intervention program. Save the 4th page exclusively for the implications and the very last and 5th page exclusively for the list of references. Use a font size of 11 point Arial, single-line spacing and normal margin. For the hard copy, print on both sides should your printer allow and staple the pages together.
Students will find Social Finance Inc., the case from Harvard Business Publishing, the resources posted on Moodle regarding the NEWPIN program and class discussion in Week 4 useful for this assessment.

Late submission of either copy will carry a 20% penalty per block of 24 hours. The following are some of the possible penalties applicable to misconduct in submitted work (e.g., plagiarism and submitting different soft and hard copies): formal reprimand, reduction in marks, failure in the course, conditions placed on enrolment, and suspension or exclusion from UNSW. Submitted work includes not only the information memorandum, but also the group report and reflection report.

Staff will use the UNSW Business School rubrics for
- **LO 3a. Written communication** to guide the grading of parts (i) and (ii)
- **LO 5b. Social & cultural implications of business** to guide the grading of part (iii) of this assessment.

For guidance on Harvard referencing and the assignment cover sheet, refer to
i. [https://student.unsw.edu.au/harvard-referencing](https://student.unsw.edu.au/harvard-referencing); and

**Group Report on Client Brokerage:**
Students must form a team to attempt a set of case questions and submit

i. ONE **soft copy** per team via Moodle Turnitin on or before the common due date in **Week 12**; and
ii. ONE **hard copy** per team to the lecturer in person during lecture time in **Week 12**.

The size of the team must be no less than three and no more than four students. The group report must not exceed FOUR A4 pages – Reserve the 1st page for the (group) assignment cover sheet. Spare no more than the next two pages exclusively for answers to the case questions. Use the 4th and last page exclusively for the list of references, if any. Use a font size of 11 point Arial, single-line spacing and normal margin. For the hard copy, print on both sides should your printer allow and staple the pages together.

Students will find the case study on client brokerage and resources posted on Moodle useful for this assessment.

Late submission of either copy will carry a 20% penalty per block of 24 hours.

Staff will use the UNSW Business School rubrics for **LO 5a. Ethical, social and environmental responsibility** to guide the grading of this assessment.

For guidance on Harvard referencing and the assignment cover sheet, refer to
i. [https://student.unsw.edu.au/harvard-referencing](https://student.unsw.edu.au/harvard-referencing); and
Reflection Report
Every student must write a reflection report on own participation and team’s processes with regard to their teamwork experience in attempting the group report on client brokerage. Students must submit
i. ONE soft copy via Moodle Turnitin on or before the common due date in Week 12; and
ii. ONE hard copy to the lecturer in person during lecture time in Week 12.

The reflection report must not exceed THREE A4 pages – Reserve the 1st page for the (individual) assignment cover sheet. Spare the next page exclusively for reflection. Use the 3rd and last page exclusively for the list of references. Use a font size of 11 point Arial, single-line spacing and normal margin. For the hard copy, print on both sides should your printer allow and staple the pages together.

Students may find supporting resources for this assessment in Moodle.

Late submission of either copy will carry a 20% penalty per block of 24 hours.

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

Peer evaluation of teamwork
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 to evaluate and rate their peers on a few teamwork criteria to arrive at an adjustment factor. We use this factor to adjust the group mark and award individual marks to the team members accordingly.

Staff will make the online peer evaluation tool available for student access in due course. Students must complete the peer evaluation no later than the due date in Week 12. A 10% penalty will apply otherwise.

Final exam
The final exam is closed-book and contains multiple-choice questions, numerical problems and/or short written-answer questions. Students may find out the exam date, time and venue from MyUNSW. The syllabus covers materials taught in Weeks 6 to 7, and Weeks 10 to 12 only.

Students must observe and are deemed to be fully aware of the UNSW Exam Rules and Policy. They must bring and use only calculators that can be found in the list of UNSW approved calculators. See below for the relevant web pages.
https://student.unsw.edu.au/exam-rules

The following are some of the possible penalties applicable to misconduct (including failure to observe exam rules and policy) in a formal examination: formal reprimand, reduction in marks, failure in the course, conditions placed on enrolment, and suspension or exclusion from UNSW.

If you are absent and wish to apply for special consideration, refer to Part B of the course outline for procedures.

Staff will use the UNSW Business School rubrics for LO 1. Knowledge, LO 2. Critical thinking and problem solving and LO 5a. Ethical, social and environmental responsibility to guide the grading of this assessment.
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:

The textbook below is also highly relevant and recommended:

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 has helped shaped the current assessment structure designed for the course.
## 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Case Topic</th>
<th>References¹</th>
<th>Other Activities/ Assessment²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course outline; Investment policy statement (IPS)</td>
<td>Reilly Ch 2</td>
<td>-</td>
</tr>
<tr>
<td>29 February</td>
<td></td>
<td>Maginn Ch 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Capital market expectations (CME)</td>
<td>Maginn Ch 4</td>
<td>• Discussion of homework on IPS</td>
</tr>
<tr>
<td>7 March</td>
<td></td>
<td></td>
<td>• Discussion of homework on CME</td>
</tr>
<tr>
<td>Week 3</td>
<td>Asset allocation (AA)</td>
<td>Reilly Ch 2, 3, 5</td>
<td></td>
</tr>
<tr>
<td>14 March</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Case study - Social impact bonds (SIB)</td>
<td></td>
<td>• Discussion of homework on AA</td>
</tr>
<tr>
<td>21 March</td>
<td></td>
<td></td>
<td>• Case study on SIB</td>
</tr>
<tr>
<td></td>
<td>Mid-semester break: Friday 25 March – Saturday 2 April inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>n/a</td>
<td></td>
<td>• In-class test</td>
</tr>
<tr>
<td>4 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Economic and industry analyses (EIA)</td>
<td>Reilly Ch 12 – 13</td>
<td>-</td>
</tr>
<tr>
<td>11 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Company analysis (CA)</td>
<td>Reilly Ch 10, 11, 14</td>
<td>• Discussion of homework on EIA</td>
</tr>
<tr>
<td>18 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>n/a</td>
<td></td>
<td>• Student oral presentations</td>
</tr>
<tr>
<td>25 April</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>n/a</td>
<td></td>
<td>• Student oral presentations</td>
</tr>
<tr>
<td>2 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Equity portfolio mgnt. strategies (EPMS)</td>
<td>Reilly Ch 15 -16</td>
<td>• Discussion of homework on CA</td>
</tr>
<tr>
<td>9 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Portfolio performance, reporting &amp; rebalancing (PPRR)</td>
<td>Reilly Ch 25</td>
<td>• Discussion of homework on EPMS</td>
</tr>
<tr>
<td>16 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Ethics and regulations; Case study – Client brokerage</td>
<td>Reilly Ch 24</td>
<td>• Discussion of homework on PPRR</td>
</tr>
<tr>
<td>23 May</td>
<td></td>
<td></td>
<td>• Case study on client brokerage</td>
</tr>
<tr>
<td>Week 13</td>
<td>No lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 May</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ The References column lists the chapters of the prescribed and/or reference textbooks that are relevant to the lecture. Students may also find additional materials in the course website.

² Students can find the case materials and homework questions in Moodle. For case studies, it is best to study the case and prepare for the case questions beforehand. For homework, it is best to revise the lesson soon after the lecture by studying the lecture notes and related readings; and attempting the homework questions individually or as a group. This way, you will be fully prepared for class discussion in the following week. The lecturer may allocate the case and homework questions and ask students to present/discuss the questions.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</strong> 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: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</strong> 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: Our graduates will be effective communicators in professional contexts.</strong> 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: Our graduates will be effective team participants.</strong> 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: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</strong> 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, 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

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

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, and the School of Banking and Finance policy on requests for special consideration for Final Exams in postgraduate 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 completing and submitting all course assessments on or before the respective due dates, attending the mid-session test in Week 5 and meeting the obligation to have attended 80% of classes.

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 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, 2016 are:
   - 12\textsuperscript{th} July – exams for the School of Accounting
   - 13\textsuperscript{th} July – exams for all Schools except Accounting and Economics
   - 14\textsuperscript{th} 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.

The Business School’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf.

Special consideration and assessments other than the Final Exam in undergraduate courses:
Special considerations must be applied for using the online system above for any assessment more than 20% of the student’s final mark. The lecture will advise the outcome of the special consideration via the online system.
12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://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