MGMT 2726
Business Ethics and Sustainability

Course Outline
Semester 2, 2015
## Course Outline

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Tracy Wilcox
Room 546B, Business School Building
Phone No: 9385 7153
Email: t.wilcox@unsw.edu.au

Consultation Times – Thursday 4.00-5.00 (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Friday 10.00 – 12.00 in Business School 220 (K-E12-220)

Tutorials start in Week 2. The Groups and Times are:
Fri 12:00 – 13:00 Business School 219 (K-E12-219)
Fri 13:00 - 14:00 Business School 219 (K-E12-219)

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

2.3 Summary of Course
Over the past two decades, ethics and sustainability have become an increasingly important part of the ‘management conversation’. In an interconnected global business environment, the impacts of business activity are coming under more scrutiny from a range of stakeholders. Leaders are increasingly expected to balance short- and long-term needs for economic, social and environmental sustainability and to question taken-for-granted assumptions and practices.

Business ethics and sustainability is built on a foundation of sustainable development, corporate responsibility, stakeholder thinking and accountability. This course is interdisciplinary in its approach, and we will draw from a range of disciplines and knowledge bases including organisational behaviour, sociology, business ethics and philosophy, political economics, ecology, and systems theory. This course will equip you with a set of tools for managing and leading organisations more ethically and sustainably.

2.4 Course Aims and Relationship to Other Courses
An important component of MGMT 2726 is the study of ethics and sustainability in relation to both local and international business contexts. Knowledge gained is very relevant to a range of disciplinary areas including Management, Finance, Accounting Marketing, and International Business. You will also find connections with COMM 2000.
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. On successful completion of the course you should be able to:

- Outline the features of the global business environment influencing current thinking on business-society and business-environment relationships.
- Recognise the interconnections between the economic, social, political and ecological spheres of human activity.
- Consider business decisions in terms of intended and unintended consequences.
- Outline the concepts and philosophies underpinning sustainability and its four pillars.
- Discuss contemporary arguments for corporate social and environmental responsibility, values-based management and a stakeholder perspective.
- Apply the key elements of ethical thinking to business situations.
- Recognise the various ethical frameworks that can apply to a situation, and develop a vocabulary for discussing ethical issues.
- Reflect on the internal and external factors that enable or constrain ethical and sustainable practice.
- Critically reflect on your own values and practices and your role as a potential agent of positive change.
- Work collaboratively to complete a task; communicate ideas in a succinct and clear manner.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree. You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree.

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

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

This course helps you to achieve the following learning goals:

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
</tbody>
</table>

### 1. Knowledge

- Outline the features of the global business environment influencing current thinking on business-society and business-environment relationships.
- Outline the concepts and philosophies underpinning sustainability and its four pillars.
- Recognise the various ethical frameworks that can apply to a situation.
- Discuss contemporary arguments for corporate social and environmental responsibility, values-based management and a stakeholder perspective.

#### Item
- Newshound Report
- Group Project
- Open Book Exam

### 2. Critical thinking and problem solving

- Recognise the interconnections between the economic, social, political and ecological spheres of human activity.
- Consider business decisions in terms of intended and unintended consequences.
- Apply the key elements of ethical thinking to business situations.
- Recognise the various ethical frameworks that can apply to a situation, and develop a vocabulary for discussing ethical issues.
- Reflect on the internal and external factors that enable or constrain ethical and sustainable practice.
- Critically reflect on your own values and practices and your role as a potential agent of positive change.

#### Item
- Newshound Report
- Personal Learning Journal
- Class Participation
- Final Exam

### 3a. Written communication

- Communicate ideas in a succinct and clear manner.

#### Item
- Group Project
- Open Book Exam

### 3b. Oral communication

- Communicate ideas in a succinct and clear manner.

#### Item
- Group Project
- Workshop Activities

### 4. Teamwork

- Work collaboratively to complete a task.

#### Item
- Group Project

### 5a. Ethical, social and environmental responsibility

- All learning course learning outcomes relate to this Program Learning Goal

#### Item
- All assessments

### 5b. Social and cultural awareness

- Recognise the interconnections between the economic, social, political and ecological spheres of human activity.

#### Item
- Newshound Report
- Personal Learning Journal
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

In this course we take an active, adult-learning approach that stresses interactive teaching and learning, which provides a mix of learning experiences and a hands-on introduction to the various concepts.

For those of you who are used to the discourses of physical sciences or engineering, these arguments may at face value look more like ‘opinions’ than ‘facts’. This is because in the complex world of human behaviour, social relationships, and systems, the facts are always contestable and value-laden – even those gleaned ‘scientifically’. You can, however, differentiate between strong and weak arguments, and between sound and faulty reasoning. We can and should consider what we see in organisations from alternative perspectives, even if this takes us outside our comfort zones.

3.2 Learning Activities and Teaching Strategies

Students enrolled in this subject attend classes on campus each week during Semester. Lectures build on weekly readings (but do not simply repeat their content) as we consider the main ideas and conceptual frameworks for the course. Lectures include interactive learning processes and will synthesise materials from a range of sources, including your own prior knowledge and experiences.

Weekly workshops are also interactive and involve experiential learning and case study analysis as you explore the course material with your peers. We will look for active student contributions through discussion and questioning that reflects your reading and experience. The more conscientiously you participate, the more you will enjoy and learn from workshops.

By actively engaging in class activities, you will increase your confidence and competence across all the areas of the course. The workshops also provide you with opportunities to improve more generic interpersonal skills through interacting with others, working together in diverse groups, forging learning networks, learning about other cultures and learning to understand values and opinions different from your own.

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

The assessment tasks have been designed to help you to maximise your learning opportunities. The assessment items cover and apply all the main knowledge and skills areas in the course. In particular, they provide you with an opportunity to:
- practice, display and improve a set of core analytical and diagnostic tools;
- develop your oral and written skills in conveying arguments and issues;
- share ideas, knowledge and different perspectives;
- receive ongoing feedback on your learning;
- reflect on your own practices and assumptions and apply concepts and skills from the course in your own organisational setting;
- synthesise the core concepts and issues raised in the readings and seminars.
Course Outline

A summary of the assessment tasks is provided here. Detailed explanations of the various assignment exercises will be handed out in class, and placed on the e-learning website for the course.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Newshound Report</td>
<td>15%</td>
<td>1000 words</td>
<td>Week 5</td>
</tr>
<tr>
<td>2. Group Project Report Presentation</td>
<td>25% 15%</td>
<td>2500 words</td>
<td>Week 11</td>
</tr>
<tr>
<td>3. Class Participation</td>
<td>15%</td>
<td>n/a</td>
<td>Weekly</td>
</tr>
<tr>
<td>4. Open Book Exam</td>
<td>30%</td>
<td>2 hours</td>
<td>Exam period</td>
</tr>
</tbody>
</table>

4.3 Assessment Format

1. ‘Newshound’ Report

This assignment requires you to consider a recent article/posting from print, broadcast or social media and apply the concepts you are learning to the specifics of the situation. Please note that this is an individual assessment task.

Specifically, you will need to use at least two concepts from Weeks 1-4 to analyse the case described in the article or posting. You may choose the concepts that you feel are most relevant, but you must choose two and they must be related to Weeks 1-4 of BEaS (not other courses).

More information relating to this assessment task will be provided in class and placed on the e-learning website for the course.

Your Newshound report should provide an informed and original analysis. Specifically, the assessment criteria will be based on four components:

1. Quality of analysis and depth of reflection
2. Evidence of your thinking about the case and its relation to the conceptual material
3. Consistent, clear and well-supported argument
4. Structure, written expression, length & presentation

2. Personal Learning Journal

For this assessment we ask you to focus on yourself -- your values, assumptions and experiences – and how these relate to issues of ethics, sustainability and possible futures as covered in class. You will need to submit two short reflective pieces based on these reflections and on the results of self-assessment exercises and other class activities.

You will be given a handout in class which will explain the report format and assessment criteria in more detail, along with guidelines on how to approach this assessment activity.
3. Group Project

This assignment involves your investigation of an organisation that is considered to be an 'Ethics/Sustainability Champion'. Full project instructions will be available from the course website by the end of Week 2.

The purpose of this assessment is to apply ethical and critical thinking skills to an actual organisation. The project is designed to enable you to apply the theory discussed in the course in the setting of real-world examples, and to develop your skills in project management, teamwork, organisational analysis and report writing. You will need to form project teams of 2-4 students from your workshop class; membership of project teams should be finalised by the end of Week 3.

The final analysis should be presented in the form of a written consultant-style report of approximately 2500 words length. Your group will also present a 15 minute oral presentation of your findings to the class in Weeks 11-12.

You will be given a handout in class which will explain the report format and assessment criteria in more detail.

'Quality Assurance' of team processes and project planning:

At your Week 6 workshop, your team will provide your facilitator with a planning contract in which you clearly specify the main responsibilities involved in the project and the allocation of those responsibilities among team members. You need to ensure every group member has signed the contract. This contract will be returned for amendment if your facilitator feels tasks have not been planned and allocated appropriately.

If, subsequently, your team substantially changes its allocation of tasks, you must provide your facilitator with an amended (and signed) contract. Each team member needs to also sign the final team report to demonstrate that the team has carried out the project as agreed in the contract.

Every student is expected to honour their commitment to their team. If this does not occur, the remaining team members may request a reduced (or higher) grade for the non-contributing (or especially hardworking) team member. Please use the Peer Assessment Form (see course website) for this purpose.

4. Workshop class participation

This component entails the assessment of the level of your informed contribution to workshop activities over the whole session. Simply attending workshops regularly is a necessary criterion but, without getting actively involved, it is of little value either to you or your classmates and will gain very few participation marks. In order to participate in an informed way, it is essential that you have attended the lecture and read/viewed at least the main reading/media for that week and that you are ready to reflect on it in class. You should also note down issues or concepts that you do not understand and raise them in the workshop.

We will be looking at your contributions to discussion, participation in class exercises and other learning activities in the class. You will be expected to offer your own ideas, experience, opinions etc, as well as respond to comments and contributions from your fellow students. Students are encouraged to practice effective communication skills with your classmates, including active listening, questioning, positive feedback and empathy. Quality rather than quantity is important – participation does not mean dominating the discussion or discouraging the input of others.

Assessment Criteria for Class Participation
Assessment guidelines will be as follows:

1. Level of attendance
2. Regular willingness to answer questions, make suggestions and be actively involved in class exercises
3. Frequent evidence of reading & engagement with the course material
4. Active involvement in classroom group work
5. Respectful and supportive dialogue and discussion with other class members.

5. Final Examination (open book)

There will be a two-hour open-book examination at the end of Session, during the formal Examination Period. The exam will consist of brief essay-style questions that give you the opportunity to integrate key concepts and issues raised in class. You will be able to bring paper-based material into the exam, but no electronic devices will be allowed.

The aim of the exam is to encourage you to review your course material for the semester and to do so in ways that are analytical, evaluative and problem-solving. The exam will ask you to think creatively about how you could apply concepts from the course to particular situations and to bring together concepts from different topics. More details about the exam format will be provided in class.

Further details of assessment criteria and mark weightings will be provided separately and placed on the Course Website.

4.4 Assignment Submission Procedure

You are responsible for submitting all your pieces of assessment on time and via appropriate procedures. You should submit a hard copy of all written assignments to your facilitator at the beginning of the workshop for the week indicated on p5. You will also need to submit a copy via the Turnitin tool on the course Moodle webpage.

Submission Procedure:

Hard Copy

1. All papers must be printed in 11-12 point font, with a 2.5 cm margin, and printed double sided. Each page must have a header or footer with your name and student number and a page number.
2. Pages must be stapled and a copy of the School cover sheet (download from Course Website) attached to the front.
3. Hand in your assignment in your workshop-- your facilitator will provide you with a written receipt at the time of submission.

Turnitin

1. An identical electronic copy of your assignment must be uploaded to Turnitin via the course Moodle website by 0900 hrs on the due date. Failure to upload the paper will be regarded as a ‘failed to submit’ and you will be penalized accordingly.

4.5 Late Submission

A penalty of 10 percent per day of the marks available for that assignment will apply for work received after the due date. The only exception will be when prior permission for late submission has been granted by the Course Coordinator.

Extensions will be granted only on medical or compassionate grounds under extreme circumstances. Requests for extensions must be made in writing to the Course Coordinator.
prior to the due date. Medical certificates or other evidence supporting your claim must be attached and must contain information that justifies the extension sought.

**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
There are no prescribed textbooks for this course. A range of mixed media resources will be available each week through MyCourse and linked to the MGMT 2726 Course Website.

The website for this course is on Moodle at:
http://moodle.telt.unsw.edu.au

The following information will be available on the Course e-learning website (Moodle):
- The course outline and reading/media details;
- Optional additional learning material and useful websites;
- All lecture slides;
- Assessment criteria for assessment items;
- Suggested formats/EDU guides for assessment items;
- Administrative information, such as exam dates/times and locations.

It is your responsibility to check the e-learning website every week.

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. This course, MGMT 2726 Business Ethics and Sustainability, has been developed through a sustained process of stakeholder consultation, planning and design. In this course we will evaluate and use your course-level feedback, both quantitative and qualitative, to guide our process of continuous improvement through the ongoing review and redesigning of the course. This course is being offered for the first time, so your feedback is particularly valuable.

UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. We will seek your feedback during the semester and also more formally at the end of semester, through the CATEI process.

ENJOY YOUR STUDIES THIS SEMESTER!
## 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assessment task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Our global future: Why bother with ethics and sustainability?</td>
<td>NO WORKSHOPS</td>
</tr>
<tr>
<td>27 July</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Understanding ethics and sustainability</td>
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<tr>
<td>3 August</td>
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<tr>
<td>Week 3</td>
<td>Shareholder vs stakeholder perspectives and corporate responsibility</td>
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<td>10 August</td>
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<tr>
<td>Week 4</td>
<td>Social sustainability and sustainable development</td>
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<tr>
<td>17 August</td>
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<tr>
<td>Week 5</td>
<td>Environmental sustainability and deep ecology</td>
<td>Newshound Report</td>
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<tr>
<td>24 August</td>
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<tr>
<td>Week 6</td>
<td>Overview of ethical thinking 1</td>
<td>Team Planning Contract</td>
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<tr>
<td>31 August</td>
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<td></td>
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<tr>
<td>Week 7</td>
<td>Ethical thinking 2</td>
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<td>7 September</td>
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<tr>
<td>Week 8</td>
<td>Ethical thinking 3</td>
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<td>14 September</td>
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<tr>
<td>Week 9</td>
<td>Marketing ethics and the ethics of consumption</td>
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<td>21 September</td>
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<td></td>
<td><strong>Mid-semester break: 26 September – 5 October</strong></td>
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<tr>
<td>Week 10</td>
<td>Supply chain, operations and employment ethics</td>
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<tr>
<td>5 October</td>
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<tr>
<td>Week 11</td>
<td>Accounting, finance and professional ethics</td>
<td>Group Project Report Class Presentation</td>
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<tr>
<td>12 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Where to from here? Course integration and review</td>
<td></td>
</tr>
<tr>
<td>19 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>26 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam Period</td>
<td></td>
<td>Open-book Exam</td>
</tr>
</tbody>
</table>
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>1. <strong>Knowledge</strong>: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td>2. <strong>Critical thinking and problem solving</strong>: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
</tr>
</tbody>
</table>
| 3. **Communication**: Our graduates will be effective professional communicators. You should be able to:  
  a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and  
  b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner. |
| 4. **Teamwork**: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes. |
| 5. **Ethical, social and environmental responsibility**: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to:  
  a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
  b. Identify social and cultural implications of business situations. |
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.

Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

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

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

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

1. Supplementary exams will be scheduled and held approximately two weeks after the formal examination period. If a student lodges a special consideration for the final exam, they are stating they will be available for the supplementary exam. **Supplementary exams will not be held at any other time.**

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

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


Special consideration and assessments other than the Final Exam in undergraduate courses:

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.
Course Outline

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

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

- **UNSW Learning Centre** [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

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

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

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au