MGMT5606
CHINESE BUSINESS AND MANAGEMENT

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
# Table of Contents

**PART A: COURSE-SPECIFIC INFORMATION**

1. **STAFF CONTACT DETAILS**
   - 1

2. **COURSE DETAILS**
   - 1
   - 2.1 Teaching Times and Locations
   - 2.2 Units of Credit
   - 2.3 Summary of Course
   - 2.4 Course Aims and Relationship to Other Courses
   - 2.5 Student Learning Outcomes

3. **LEARNING AND TEACHING ACTIVITIES**
   - 3
   - 3.1 Approach to Learning and Teaching in the Course
   - 3.2 Learning Activities and Teaching Strategies

4. **ASSESSMENT**
   - 4
   - 4.1 Formal Requirements
   - 4.2 Assessment Details
   - 4.3 Assessment Format
   - 4.4 Late Submission

5. **COURSE RESOURCES**
   - 5
   - 6 **COURSE EVALUATION AND DEVELOPMENT**
   - 6

7. **COURSE SCHEDULE**
   - 7

**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

8. **PROGRAM LEARNING GOALS AND OUTCOMES**
   - 8

9. **ACADEMIC HONESTY AND PLAGIARISM**
   - 9

10. **STUDENT RESPONSIBILITIES AND CONDUCT**
    - 10
    - 10.1 Workload
    - 10.2 Attendance
    - 10.3 General Conduct and Behaviour
    - 10.4 Occupational Health and Safety
    - 10.5 Keeping Informed

11. **SPECIAL CONSIDERATION**
    - 11

12. **STUDENT RESOURCES AND SUPPORT**
    - 12
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer: Dr Jane Qiu
Room: Business School 506
Telephone: 9385-7140
Email: janeq@unsw.edu.au
Consultation Hours: By appointment
Students are advised to make an appointment with staff prior to consultation either by phone or email.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Mon 18:00 - 19:30 Quadrangle G053

Tutorials/Seminars start in Week 2 (to Week 13). The Groups and Times are:
Mon 16:00 - 17:30 Quadrangle G027
Mon 19:30 - 21:00 Quadrangle G027

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

2.3 Summary of Course
The course introduces up-to-date business issues and practice in China’s dynamic business environment, as well as practical knowledge about doing business in China.

2.4 Course Aims and Relationship to Other Courses
This course surveys the current and emerging issues in the context of China’s changing environment and the internationalization of China’s economy. This course aim to achieve the following objectives: 1) At the country level, developing a comprehensive understanding of various facets of the business environment in China – historical, political, legal, economic and socio-cultural; 2) At the firm level, providing an appreciation of the variety of Chinese organizations, and an appreciation of the implications of the Chinese business environment for firms operating in China; 3) At the individual level, developing the set of practical skills that student can use if and when they undertake business in China. The course is related to two introductory courses in
International Business (MGMT 5601 Global Business and Multinational Enterprise and MGMT 5609 Global Business Operations and Management). We will apply the frameworks and knowledge from these two introductory courses to the context of China. The content is designed to suit students from different backgrounds, including non-business backgrounds.

2.5 Student Learning Outcomes

The Learning Outcomes in this course 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’).

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

<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>
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<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>
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<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>
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<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>
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<td><strong>3. Communication:</strong> Our graduates will be effective communicators in professional contexts.</td>
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<tr>
<td>You should be able to:</td>
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<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
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<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>
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<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>
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<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>
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<td>b. Consider social and cultural implications of business and/or management practice.</td>
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</table>
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):

<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><strong>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</strong></td>
<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 | Understand recent research and practice regarding business and management issues related to China; explain China related issues by combining multiple theoretical perspectives with practical cases; Understand how the conceptual tools work in practice. | • Tutorial participation  
• Case presentation  
• Conceptual video  
• Exam |
| 2 Critical thinking and problem solving | Use different perspectives to interpret and analyse real business and social problems in China | • Critical thinking bonus  
• Tutorial participation  
• Conceptual video  
• Exam |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Exam |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. | • Case presentation  
• Tutorial participation  
• Critical Thinking bonus |
| 5a. Ethical, social and environmental responsibility | Identify and assess environmental and sustainability considerations in problems related to China. | • Exam  
• Tutorial participation |
| 5b. Social and cultural awareness | Identify and assess social and cultural considerations in problems related to China. | • Exam  
• Tutorial participation  
• Conceptual video |

### 3 LEARNING AND TEACHING ACTIVITIES

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

This course is based on the most recent research and practice regarding business and management issues related to China. It combines multiple theoretical perspectives with practical cases, enabling students to understand how the conceptual tools work in practice. The course is taught with a participant-centred approach. The core of the course is student participation in both lectures and seminars. Throughout group work, case studies, and class discussion, students will be able to bring in their existing
knowledge and contextualize their theoretical analysis. Students with practical experience in China will be invited to share their experiences in class. The course sets clear expectations, goals, and learning outcomes for students. These are centred on the expectation that students for their future careers will want to equip themselves with the skills to deal with China’s globalizing economy in an international context. Students will therefore be encouraged to develop analytical and presentation skills through individual research effort and as part of a team.

3.2 Learning Activities and Teaching Strategies
The modes of teaching for this course are:
• Lectures which introduce theoretical and analytical concepts, and link the course content to current business practice in China.
• Seminars which allow students to link their own experience to new conceptual tools and modes of analysis.
• Individual assignment which allows students to develop skills to conduct in-depth research on a selected topic.
• Group presentations which allow students to present their work to other students and gain feedback from the class and the lecturer.

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>Conceptual Video</td>
<td>30%</td>
<td>4 min (± 30 seconds)</td>
<td>Week 9</td>
</tr>
<tr>
<td>Case discussion</td>
<td>30%</td>
<td>50 minutes</td>
<td>Weekly</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>20%</td>
<td>/</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Exam</td>
<td>20%</td>
<td>1.5 hours</td>
<td>Week 11</td>
</tr>
<tr>
<td>Critical Thinking Bonus</td>
<td>3%</td>
<td>/</td>
<td>Week 10</td>
</tr>
<tr>
<td>Conceptual Video People’s Choice (bonus)</td>
<td>2%</td>
<td>/</td>
<td>Week 11</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3 Assessment Format

Conceptual Video (Group assessment, 30%)

Students will need to proactively search for collaborators and group themselves into a team of 3-5 students between **Week 2 to Week 4**. Each team should perceive themselves as a creative group of “business artists” and “film producers” who together produce a vivid 4 minute (+ 30 seconds) video to showcase a concept or idea (formed by multiple concepts that are interrelated) that is closely related to the content taught in this course, that is, Chinese business and management. For example, the concept of “guanxi” can be illustrated by how Chinese business people build network with each other in different contexts.

- Teams should come up with a 200-word proposal of the concepts and ideas for the video, and email it to the instructor, together with the name and student ID of **all** team members **before Week 5 lecture**. If the ideas of two teams overlapped or are too similar, the **first team** that sends the email to the instructor has the right to go on with that topic/idea. This proposal will not be marked but any late submission will generate penalty (10% of final mark per day) on the final mark of the Conceptual Video.

- Teams should upload the final video to YouTube anonymously and email the YouTube link to the instructor before the lecture in **Week 9**. The instructor will then share all the links on Moodle for class comments and feedback.

- At least 50% of the concepts/issues discussed in the video should be related to the course content. But other concepts and ideas are welcome as far as they are relevant.

- Marking criteria please see attachment of this outline. More details will be explained at seminar.

- Sources to learn about video production:
  - http://www.youtube.com/watch?v=7GREeD2icUo
  - http://www.youtube.com/watch?v=PZcfLjecyCc
  - http://www.youtube.com/watch?v=6HQocET1Jio

- A number of sample videos from other international business courses:
  - https://www.youtube.com/watch?v=Q9UVSHnfev0
Case discussion (Group assessment, 20%)

Students will be randomly divided into teams of 3-4 (number of members in each team is subject to change according to the number of students in each seminar). Each team should perceive themselves as team leaders and business trainers, who are going to organise and facilitate in-depth and vivid class discussion on major issues regarding the company/industry in the case.

Teams will be asked to give a short introduction at the beginning and a short conclusion (with no more than 10 slides and within 10 minutes in total) regarding the case and the key issues they have identified for discussion. The teams will need to focus on facilitating a 40-minute class discussion. The discussion can be organized in multiple discussion questions, and various forms of activities can be included (e.g., competition, debate, role plays, and games) as far as they facilitate the discussion. Skills and methods to encourage class discussion are communicated during seminars in Week 2 and 3. Rehearsal in advance is highly recommended.

Very often the case is just the starting point of the whole inquiry. Teams are encouraged to investigate beyond the case content to provide the class with more updated, comprehensive and interesting information.

The early groups will get “first mover” bonus points. The bonus points are 3% for the first group (week 4) and 2% for the second group (week 5). For example, if the first group got a mark of 70/100, the final mark with bonus points should be 72/100 (=70+70*3%)

Tutorial Participation (Individual assessment, 20%)

Because much of the learning in this class comes from in-class interaction, students are expected to prepare for the seminar sessions, and the case discussion in particular, by reading the case material thoroughly and carefully. The students are assessed by their contribution to the discussion sections in weekly case presentations. Students need to demonstrate a good knowledge of the case being presented and discussed. The quality of their contributions to the presentation will be reflected in the
marks for participation. Having a clear desk name tag is essential for the instructor to record participation mark accurately.

**Exam (Individual assessment, 20%)**

A 90 min exam will be held in Week 11 during the lecture/tutorial time. The questions will be fact-based and may include recent business news or cases. Details about the exam will be communicated in due course.

**Critical Thinking bonus (Individual assessment, 3%)**

Critical thinking is indeed critical to business success in any environment. Students can raise their opinions in a critical AND constructive manner to anyone in the class, including the instructor/lecturer and other class members. Each participation involving a high quality critical argument during either lecture or tutorial will score 0.5 mark as a bonus for the final result of this course. The maximum bonus is 3 marks (3%). A high quality argument is comprised of the elements of 1) a critical argument against an idea/opinion raised by the lecturer or another class member; 2) evidence and arguments supporting the critical argument; 3) constructive suggestions that are potentially helpful to the issue/problem being discussed. By the end of the semester, there will be a Critical Thinker Award for student(s) who excel in critical thinking.

**Conceptual Video People’s Choice bonus (Group 2%)**

By the end of the semester, there will be a People’s Choice Award resulted from the votes of each student for her/his favourite video (except for the one created by her/his own team). As recognition of their dedication to the project, all members of the winner team (1st place) will get 2 marks (2%) for their final result of the course. The runner-up team (2nd place) will get 1 mark (1%) for their final result of the course. This also applies to the situation in which there are multiple winner teams having the same number of votes.

**4.4 Late Submission**

Late submission is penalized by 10% of the given mark of that assessment item per day. This applies to the submission of all assessed assignments.

<table>
<thead>
<tr>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>
5 COURSE RESOURCES

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

The Moodle course module contains essential resources for students such as:
- Weekly lecture slides.
- Weekly readings.
- Updates such as current research on China and short newspaper articles for class discussion.

Reading
There is no prescribed textbook for this course. You should read widely in order to get through the course material successfully. Articles about updated business issues in China or academic papers about China topics are available to students in the Reading folder. Students are required to read these articles to broaden their understanding about various aspects of China business environments.

Books

Journals on China
- China Quarterly
- China Business Review
- Asia Pacific Journal of Management
- Management and Organization Review

Internet resources
- Economist (www.economist.com)
- Financial Times (http://www.ftchinese.com/)
- Australia China Business Council (www.acbc.com.au)
- BBC (news.bbc.co.uk/2/hi/in_depth/asia_pacific/2004/china/default.stm)
- China Business Review (www.chinabusinessreview.com)
- Knowledge@Wharton (knowledge.wharton.upenn.edu)
- McKinsey Quarterly (www.mckinseyquarterly.com/home.aspx)
- South China Morning Post (www.scmp.com)
- China Daily (http://www.chinadaily.com.cn/)

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.
## 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>NO TUTORIALS</td>
<td></td>
</tr>
<tr>
<td>1 2 March</td>
<td>An overview of China’s business environment: History and geography</td>
<td>Introduction of class member and forming teams</td>
<td>Forming conceptual video teams</td>
</tr>
<tr>
<td>Week 3</td>
<td>China’s political and legal environment</td>
<td>Class activities: asking interesting questions</td>
<td>Forming conceptual video teams</td>
</tr>
<tr>
<td>3 16 March</td>
<td>China’s economic environment</td>
<td>Case: Google in China</td>
<td>Conceptual video teams working on video abstract</td>
</tr>
<tr>
<td>Week 4</td>
<td>China’s social cultural environment</td>
<td>Case: Shanzhai! Media Tek and the “White box” Handset Market</td>
<td>Conceptual video abstract due before lecture</td>
</tr>
<tr>
<td>4 23 March</td>
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<tr>
<td>Week 5</td>
<td>China’s social cultural environment</td>
<td>Case: Shanzhai! Media Tek and the “White box” Handset Market</td>
<td>Conceptual video abstract due before lecture</td>
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<tr>
<td>5 30 March</td>
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<tr>
<td>Week 6</td>
<td>Business culture and practice in China</td>
<td>Case: Fei Cheng Wu Rao</td>
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<td>6 13 April</td>
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<tr>
<td>Week 7</td>
<td>Enterprises in China (SOE, private firms, MNCs)</td>
<td>Case: China Construction America</td>
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<td>7 20 April</td>
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<tr>
<td>Week 8</td>
<td>Understanding the Chinese market place</td>
<td>Case: McDonald's: Is China Lovin' It?</td>
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<tr>
<td>8 27 April</td>
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</tr>
<tr>
<td>Week 9</td>
<td>Marketing skills in China</td>
<td>Case: Hyundai and Kia: Automobile branding in China</td>
<td>Conceptual video due before lecture</td>
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<tr>
<td>9 4 May</td>
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<tr>
<td>Week 10</td>
<td>Managing people in China-the workplace</td>
<td>Class activities and exam Q&amp;A</td>
<td>Announcement: Critical Thinker Award</td>
</tr>
<tr>
<td>10 11 May</td>
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<tr>
<td>Week 11</td>
<td></td>
<td>Exam</td>
<td>Vote for people’s Choice Award for conceptual video</td>
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<tr>
<td>11 18 May</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Looking ahead: China after the global financial crisis</td>
<td>Course review and exam feedback</td>
<td>Announcement: People’s Choice Award for conceptual video</td>
</tr>
<tr>
<td>12 25 May</td>
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</tr>
<tr>
<td>Week 13</td>
<td></td>
<td>General feedback</td>
<td></td>
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<tr>
<td>13 1 June</td>
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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.

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<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
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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