MGMT5700
Management, Work & Organisation

Course Outline
Semester 2, 2012

Course Co-ordinator: Tanya Carney
# Table of Contents

PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS  
2. COURSE DETAILS
   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
   3.1 Approach to Learning and Teaching in the Course  
   3.2 Learning Activities and Teaching Strategies  
4. ASSESSMENT
   4.1 Formal Requirements  
   4.2 Assessment Overview  
   4.3 Assessment Format and Submission Procedure  
   4.4 Late Submission  
   4.5 Assessment Details  
      4.5.1 Seminar preparation, attendance and active participation  
      4.5.2 Annotated bibliography  
      4.5.3 Major Essay  
      4.5.4 Class Exam  
5. COURSE RESOURCES  
6. COURSE EVALUATION AND DEVELOPMENT  
7. COURSE SCHEDULE  

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. ACADEMIC HONESTY AND PLAGIARISM  
2. STUDENT RESPONSIBILITIES AND CONDUCT
   2.1 Workload  
   2.2 Attendance  
   2.3 General Conduct and Behaviour  
   2.4 Occupational Health and Safety  
   2.5 Keeping Informed  
3. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS  
4. STUDENT RESOURCES AND SUPPORT
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Tanya Carney
Phone No: 9385 9722 (school reception)
Email: tcarney@bigpond.net.au
Consultation Times: Consultation is generally from 3pm to 4pm, Mondays. However, if this is impossible please email me to arrange a mutually convenient time

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 (to Week 12): The Time and Location are:
Mondays 6:00 – 7:30pm in Quad G032.

Seminars start in Week 2 (to Week 13). The Groups and Times are:
Seminar 1
Seminar 2
4:30 – 6:00pm OR 7:30 – 9:00pm
Quad G046 Quad G046

Note
If class numbers are low Seminar 1 will be cancelled and all students will need to attend Seminar 2. If two seminars are run then please attend the seminar in which you are enrolled, except by prior arrangement with Tanya.

2.2 Units of Credit

The course is worth 6 units of credit.
There is no parallel teaching in this course

2.3 Summary of Course

Management, Work and Organisation (MWO) provides a theoretical, multidisciplinary and contextualised introduction to some key concepts, processes, practices, issues and debates associated with the management of people at work. The course examines the organisational, institutional and market contexts within which work and management take place. This course is suitable for students undertaking Human Resource management or Organisation and Management Studies.

The course is also geared towards discussing questions that have an immediate resonance in public debates about the workplace, to increase one’s ability to engage
meaningfully in these discussions as a supervisor or manager, and employee and as a participant in organisational life. We explore how recent trends - such as globalisation, economic change and the effects of new technology – have led to substantial changes in management, work and organisations.

2.4 Course Aims and Relationship to Other Courses

Management, Work and Organisation is a specialisation course in the Master of Commerce program offered by the Australian School of Business. This course provides an overview of foundational concepts that are relevant to employment relations, human resource management and organisational analysis.

MWO also aims to prepare students for subsequent courses by providing a broad introduction to and a critical appreciation for important contextual factors that have an impact in areas students may choose to study as electives.

Topics included will address the changing nature of work and work organisations, the development of labour management theory and practice, employment relations, the meaning and purpose of the human resources management approach, current debates and trends in the workplace and organisational discourse(s). As well, the course considers some intriguing arcane and sometimes unfathomable organisational themes, such as humour, rumour, gossip, romance, symbolism, place and space.

Using a contextual and critical approach, discussions focus on the formal and informal relationships between managers and employees as they carry out their day-to-day tasks and activities in organisations. Issues covered concern large and small foreign organisations, with respect to management as a process of planning, organising, leading, and controlling the tasks and activities of organisations, as well as the efforts of organisational members, such as employees and managers.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:

| 1) Explain the evolution of management ideas and describe the broad activities of management in organisational contexts. |
| 2) Describe concepts using libraries, archives, the web and other sources of information to critically evaluate concepts of management practices. |
| 3) Conduct research using libraries, archives, the web and other sources of information to critically evaluate concepts of management practices. |
| 4) Research and analyse information about management, organisation and work through critical engagement with academic literature, news and current developments in the world(s) of work and management. |
| 5) Communicate orally and in writing about broad concepts that are important in employment relations, human resources management or organisational analysis. |
| 6) Collaborate effectively with open-mindedness, inclusiveness and integrity to work with people from diverse backgrounds. |

ASB Graduate Attributes
This course contributes to your development of the following Australian School of Business Graduate Attributes, which are the qualities, skills and understandings we want you to have by the completion of your degree:

Learning Outcomes 1 and 2 aim to contribute to your professional knowledge and engagement with your discipline (Graduate Attributes 5 and 6).
Learning Outcomes 3 and 4 aim to enhance your capacity for critical thinking and problem solving (Graduate Attribute 1).
Learning Outcomes 4 and 5 aim to develop your communication skills (Graduate Attribute 2).
Learning Outcome 6 aims to enhance collaborative skills in team-work (Graduate Attributes 3 and 4)

To see how the ASB Graduate Attributes relate to the UNSW Graduate Attributes, refer to the ASB website (Learning and Teaching >Graduate Attributes).

3 LEARNING AND TEACHING ACTIVITIES

Learning and teaching in this course are based upon participatory classes (consisting of both lectures and seminars), as well as assimilation of recommended reading material and seminar discussion. All students must take ultimate responsibility for their own learning and it is important to recognise that learning is a complex process.

3.1 Approach to Learning and Teaching in the Course

MGMT5700 uses a combination of lecturer-directed and learner-centred activities. Critical thinking and independent learning are expected and strongly encouraged.

3.2 Learning Activities and Teaching Strategies

In this course, classes consist of both lectures and seminars.

The Lectures introduce and describe the subject area and critically evaluate core concepts and theories. They are designed to provide a ‘head start’ to assist in understanding readings. In addition, hard copies of some of the supplementary readings will be available at the lecture, as well as other handouts, important information and announcements.

NB: Attending lectures is important – if, occasionally, you cannot attend a lecture, you are advised to ask a class colleague to collect a copy of readings/handouts for you, as these will not necessarily be available at the seminars, nor at subsequent lectures.

The Seminars are intended to be a forum for the exchange of ideas, argument and debate on the themes and issues covered in the course each week. All students are expected to make an informed contribution to seminar discussion. Student engagement in the seminar discussion is a vital element of the teaching and learning processes of this course. The seminars are based on a learning philosophy that sees discussion and debate as an important part of critical understanding. Seminar discussion will be structured around both the readings and the lecture content.
In contrast to ‘passive' learning techniques, small group discussions encourage you to explore ideas raised in readings and lectures, to test your own understanding with your class colleagues and listen to their points of view in a relatively informal, non-threatening environment.

The whole of class discussions around topics or focus questions help to draw together the points of view expressed in each group so that everyone can benefit from the results of these debates. The main group work takes place with the class.

In terms of assessment, emphasis is placed upon regular, consistent and engaged participation in seminars, for which prior preparation must be done, in order to actively participate in the exchange of ideas on the themes, concepts and issues raised in the course.

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).
- Attend classes punctually, regularly and consistently, in accordance with UNSW policy (see below).

4.2 Assessment Overview

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Learning Outcomes assessed</th>
<th>ASB Graduate Attributes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>20%</td>
<td>5,6</td>
<td>2,3,4</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
<td>3,4</td>
<td>1,2</td>
<td>1200 words</td>
<td>Week 5 Lecture</td>
</tr>
<tr>
<td>Major Essay</td>
<td>40%</td>
<td>2,3,4,5</td>
<td>1,2,5,6</td>
<td>1500 – 2000 words</td>
<td>Week 8 Lecture</td>
</tr>
<tr>
<td>Class Exam</td>
<td>20%</td>
<td>1,2,5</td>
<td>1,2,4,5,6</td>
<td>2 hours</td>
<td>Week 13</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 Assessment Format and Submission Procedure

Format, structure, style, presentation and referencing requirements will be discussed in class and summarised on the course web site - Blackboard. Marking criteria and grade descriptors (main criteria) will also be discuss in class and a summary placed on Blackboard for student referral.
Procedures for submitting assignments are as follows:

- Hard copies of written assignments are to be submitted at beginning of the lecture on the due date and you are also required to submit an electronic copy of your work to Turnitin by 5pm on the same Monday prior to submitting the hard copy at the Lecture.
- All hard copy written assignments must have a School of Management assignment cover sheet attached – these can be obtained from the School Office or down-loaded from Blackboard.
- Please ensure that your Name and Student Id are in the top right hand corner of each page, and that all pages of your assignment are attached securely.

This procedure will also be discussed in class. Students are advised to retain a copy of all work submitted for assessment and to keep all returned marked assignments.

If you are having trouble with your written assignments, please don’t leave it until the last minute to seek help, as the later you leave it, the more difficult it may be to resolve.

4.4 Late Submission

Assignments submitted after the due date will not be accepted without penalty. Late penalties will apply for unauthorised submission at the rate of 5% per day. The 5% penalty will be calculated from the assessment tasks value and subtracted from the mark received for each day late. No late submissions are accepted after assignments have been marked and returned to students.

4.5 Assessment Details

4.5.1 Seminar preparation, attendance and active participation

Assessment value: 20%

The importance of attending and actively participating in the seminars has been mentioned above. The seminars have three main aims, in that they provide:

- A chance to examine an issue in some depth;
- An opportunity to compare and contrast approaches, arguments and conclusions of different scholars;
- A systematic way of coming to terms with the intellectual issues covered week by week.

The seminar will also provide an opportunity to work in groups, working together and then sharing group results with the rest of the seminar class.

Seminar topics relate to the preceding week’s lecture. That is, the topic of each seminar, on which reading, discussion, activities and tasks are based is the topic for the previous week’s lecture. This format provides an opportunity for thinking about the issues raised in lectures and for doing the required reading before the seminar.

During the week before each seminar, you will need to prepare for your in class group discussion by reading and reflecting individually. Even if you are busy, reading
something is much better than reading nothing. At the beginning of each seminar, there will be time to discuss with your group what you have read and to note the main arguments and issues raised in the readings. To do well in this assessment, group members must all play a role in contributing ideas and developing points for open class discussion.

At the end of the weekly seminars each group will complete a group assessment sheet, where the contributions of every group member are summarised, recorded and submitted within the seminar, to inform each students preparation and participation mark. Efforts to work well as a group will also contribute to each individual student’s success.

Please note that 20% is a relatively large proportion of the overall assessment mark, has been allocated to seminar discussion in order to reflect the importance of preparation, regular weekly reading, critical reflection, debate and discussion. However, in order to do well in this component of the assessment, evidence of your weekly preparation must be seen in class.

4.5.2 Annotated bibliography

Assessment value: 20%
Due: Week 5 Lecture, 13th August

In the Week 5 Seminar, you are to submit an annotated bibliography of four readings you might use for your essay. This task is a crucial part to the learning process in this course. Many students have difficulty writing essays to a standard that is acceptable at university – this assessment task is designed to give you some writing advice before you prepare your major essay. These assignments will be examined and returned as soon as possible with a mark out of 20 and comments where applicable.

- Read four of the required or key readings that relate to your chosen essay question.
- Review each source separately (approx. 300 words for each source), assessing its argument, its merit and how the reading may contribute to your essay.
- Each annotation is to contain at least one intext reference – eg (Jones, 1989:64) or a footnote – so that you know how to reference correctly.
- What does an annotated bibliography look like? The following is adapted from the Learning Centre’s website to suit this assignment. You are advised to investigate the very detailed advice offered on the Learning Centre’s website: http://www.lc.unsw.edu.au/onlib/annotated_bib.html

Contents of an Annotated Bibliography

An annotation may contain all or some of the following elements depending on the length and the content of the sources you are examining. NOTE: the elements you must include for this assessment task are in bold.

- Provide the full bibliographic citation and at least one internal reference.
- Indicate the context or scope of the text.
- Outline the main argument and conclusions made by the author/s.
- Discuss the reliability of the text.
• Discuss the reading’s relevance or usefulness for answering your chosen question – does it agree or disagree in part with another source you’ve read for example.
• State the strengths and limitations of the text.
• Present your view or reaction to the text.

Please note that this task is to help you with your essay. If you are unsure, please feel free to ask questions in class.

4.5.3 Major Essay

Assessment value: 40%
Due: Week 8 Lecture, 10th September

Due electronically by 5pm on the Monday prior to submitting the hard copy at the beginning of the lecture.

In this assessment task, you are required to submit an essay on a significant component of the course, for which you undertake research, critically evaluate your sources and provide examples to support a consistent argument. These are skills developed with practice and they help in many spheres of life.

You will be expected to demonstrate your understanding of the topic and provide evidence of independent, quality research, showing your analytical, critical and research skills.

Please choose one of the following questions to answer.

1. What is meant by the term ‘organisational culture’ and how is this relevant for management, work and organisations?

OR

2. How is the notion of business ethics important for management, work and organisations?

Note: The annotated bibliography assignment and associated feedback plays a formative role in helping you to prepare for the major essay.

Additionally, you are required to consult a minimum of four references from the course outline for your essay – that is, in addition to your annotated bibliography references (not counting newspaper articles, textbooks or internet sources) to prepare your essay. However students who make only this minimum effort should not be expected to achieve more than a pass or credit grade.

4.5.4 Class Exam

Assessment Value: 20%
Due: Week 13 in class.

An Exam will be held in class between 6pm and 8pm on (Week 13).
It will contain both short answer questions and an essay. Information about the content of the exam, study requirements and room changes (if necessary) will be given in lectures throughout the course.

Exam questions will closely relate to issues and debates raised in class – both lectures and seminars. Consistent attendance is therefore the best exam preparation.

### Quality Assurance

The ASB 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 ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

### 5 COURSE RESOURCES

The website for this course is on UNSW Blackboard at:

http://lms-blackboard.telt.unsw.edu.au/webapps/portal/frameset.jsp

It is essential that you log in twice weekly, in order to be informed of class announcements and other course information, such as room changes, unexpected staff absences, assessment criteria, as well as to use the on-line resources to supplement your learning. Some required readings and key readings for the seminars will be available on Blackboard. They illustrate the central themes and debates discussed in the course, but it is essential that you supplement these sources with material acquired through independent reading and research, using this course outline as a guide.

You will be expected to demonstrate initiative in locating further high quality reading material relevant to topics you have chosen to research. Although there are lots of different types of organisations, we will be predominantly concerned with business organisations and, as with all courses that are concerned with the world of work, keeping up with current events and debates is of enormous value.

Critical insights can also be gained from:

- Quality current affairs programmes, such as ABC TV’s *The 7.30 Report* and ABC Radio National’s *Background Briefing*.
- Daily newspapers and political and economic magazines.
- Television and radio news programmes.

The main textbook for this course is:

We are using this text because it is (as its title claims) ‘fairly interesting’ as well as being ‘reasonably cheap’ but it is also ‘very short’ so we will supplement this test book with journal articles and other readings.

Other useful textbook sources are:

The following web sites are also useful sources:

http://www.actu.org.au
http://www.bca.com.au
http://www.fwa.gov.au

**UNSW Library**

The UNSW library resources will often be your starting point when doing research for your assignments.

The library runs the ELISE tutorial on line, which familiarises students with academic writing, research and using information responsibly. It can be located at

http://elise.library.unsw.edu.au/home/welcome.html

It is also recommended that you make use of the ELISE library tutorial on line, which can be found at

http://elise.library.unsw.edu.au/mod5/library.html
On line data bases

On line data bases are accessible through the UNSW Library website at
http://www.library.unsw.edu.au/HowDoI/databases.html

The page also links to helpful tips and a guide to using databases as a research resource.

Internet sources

You can explore Internet sources for your MWO assignments, but be aware that these cover a wide range of standards, from very scholarly to pure drivel. Also be aware that academic staff know how to use search engines and that all information gathered from Internet research needs to be appropriately referenced. (NB Wikipedia is NOT an appropriate academic resource).

Journals

If you have trouble finding hard copies of journals, be sure that you also check the library’s holdings of electronic journals, and vice versa. These are easily accessible through the library’s website at

Be advised that the library does not necessarily hold paper copies of e-journals and vice versa, so you should always check both locations.

IMPORTANT: All assignments must be properly referenced and accompanied by a bibliography. If you are not sure about referencing, available at
http://www.lc.unsw.edu.au/onlib/ref.html

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.

We use this information when making improvements to subsequent course outlines (ie this outline has been influenced by comments made by previous students about their preferences and proposals.

Apart from informal discussions with students, I frequently seek feedback from students regarding their impressions of the material offered in this course and I am happy to receive constructive feedback via email if you prefer.

However, please feel free to approach me about any difficulties you have with Management, Work and Organisation during semester, either in person or via email. The sooner I know about a problem, the sooner I can address it.
# 7 COURSE SCHEDULE

Lectures: Mondays 6:00 – 7:30pm in Quad G032  
Seminar 1: Mondays 4:30 – 6:00pm in Quad G046 OR  
Seminar 2: Mondays 7:30 – 9:00pm in Quad G046

<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 to the course –</td>
<td>NO TUTORIALS</td>
<td></td>
</tr>
<tr>
<td>16 July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Management</td>
<td>Meeting and greeting</td>
<td></td>
</tr>
<tr>
<td>23 July</td>
<td></td>
<td>Discussion of introductory reading</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Organisations</td>
<td>The changing face of management</td>
<td></td>
</tr>
<tr>
<td>30 July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>HRM</td>
<td>Managing Organisational Culture</td>
<td></td>
</tr>
<tr>
<td>6 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Worker Organisation: Unions</td>
<td>Re-inventing Management?</td>
<td>Annotated bibliography due</td>
</tr>
<tr>
<td>13 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Business Ethics and Corporate Governance</td>
<td>The contribution of Unions: antagonist or redressing the balance?</td>
<td></td>
</tr>
<tr>
<td>20 August</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Issues: EEO &amp; Diversity</td>
<td>Is business ethics an oxymoron?</td>
<td></td>
</tr>
<tr>
<td>27 August</td>
<td>Equality &amp; Discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-Session Break: Week 3-9 September</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Issues: Work/Life/Family Balance</td>
<td>Perspectives: Equality-Sameness or right to be different?</td>
<td>Essay due</td>
</tr>
<tr>
<td>10 Sept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Issues: Occupational Health and Safety</td>
<td>Perspectives: Is work life balance a ‘gender’ issue?</td>
<td></td>
</tr>
<tr>
<td>17 Sept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Issues: Corporate Image, Employee Privacy, Humour, Rumour &amp; Gossip</td>
<td>Perspectives: Whose responsibility is OH&amp;S anyway?</td>
<td></td>
</tr>
<tr>
<td>24 Sept</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Public Holiday: No Lecture or Seminar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Course Conclusion and Exam Information</td>
<td>Perspectives: Private Life - When employees bundy off?</td>
<td></td>
</tr>
<tr>
<td>8 October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO LECTURES</td>
<td>NO SEMINAR</td>
<td>Class Exam 6:00 – 8:00pm</td>
</tr>
<tr>
<td>15 October</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 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: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

For the ASB Harvard Referencing Guide, see ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

2 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.


2.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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.

2.2 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.
2.3 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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

2.4 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/.

2.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. 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.

3 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

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:
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 channel > 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 the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.
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.
4 STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)**
  
  http://www.asb.unsw.edu.au/learningandteaching
  
  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

- **ASB Student Centre**  
  http://www.asb.unsw.edu.au/requests
  
  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Ph: 9385 3189

- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from www.elearning.unsw.edu.au to UNSW Blackboard Support / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; Ph: 9385 1333

- **UNSW Learning Centre**  
  www.lc.unsw.edu.au
  
  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:** Technical support for problems logging in to websites, downloading documents etc. https://www.it.unsw.edu.au/students/index.html
  
  UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services**
  
  http://www.counselling.unsw.edu.au
  
  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Ph: 9385 5418

- **Student Equity & Disabilities Unit**  
  http://www.studentequity.unsw.edu.au
  
  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; Ph: 9385 4734