COURSE OUTLINE

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PART A: Course-specific information

Course staff

Course Coordinator and Facilitator: Dr Jeff Coulton
Quadrangle Building Room 3061
Phone: 02 9385 5811
Email: j.coulton@unsw.edu.au
Consultation Times: TBA in class and in Moodle (and also by appointment)

Course details

Teaching times and locations
Updated information about class times and locations can be found on the AGSM website and by logging in to the Google Calendar.

Units of credit
The course is worth six units of credit.

Summary of course
Financial-statement information is used in a wide range of business decisions. We will discuss financial statements from a user’s perspective, and use a variety of tools to break apart financial reports into meaningful units for analysis, forecast financial statements, and value a firm’s shares. We will also look at the role of managerial incentives and accounting rules in assessing the quality of financial statements.

The course is divided into five sections: (1) Information collection, (2) Processing information (the role of incentives), (3) Processing information (accounting analysis), (4) Forecasting, and (5) Valuation and decision-making. These sections will provide us with the structure we need to help us become more informed users of financial information.
Course aims and relationship to other courses

The aim of this course is to present the tools necessary to undertake business analysis using financial statement information, and to show how these tools can be applied to a wide range of decision contexts.

The core finance and accounting courses are prerequisites for this elective, and this course builds on and applies skills and knowledge from these courses, along with your prior analysis of business strategy.

Student learning outcomes

The Course Learning Outcomes are what you should be able to do by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the Business School.

Program learning goals and outcomes

The UNSW 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.

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 UNSW Business School 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.

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’).

**MBA (Full-time) Program Learning Goals and Outcomes**

<table>
<thead>
<tr>
<th>Learning Goal 1: Business Management Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations</td>
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<table>
<thead>
<tr>
<th>Learning Goal 2: Critical Thinking</th>
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</thead>
<tbody>
<tr>
<td>Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Goal 3: Communication</th>
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</thead>
<tbody>
<tr>
<td>Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 4: Teamwork</th>
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</thead>
<tbody>
<tr>
<td>Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 5: Responsible Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business</td>
</tr>
<tr>
<td>Students should be able to consider the social and cultural implications of management practices and of business activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 6: Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal 7: International Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should understand the needs of undertaking business within a global context</td>
</tr>
<tr>
<td>Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues</td>
</tr>
</tbody>
</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:</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>
<tr>
<td><strong>1</strong> Business Management Knowledge</td>
<td>1a. Explain the role of financial statements in corporate performance analysis. 1b. Apply statistical skills to present data relevant to problems of financial statement analysis, particularly in company valuation. 1c. Identify key differences in accounting rules and enforcement globally, and how these factors impact on the analysis of financial reports.</td>
<td>- Class participation  - Analyst report  - Exams</td>
</tr>
<tr>
<td><strong>2</strong> Critical Thinking</td>
<td>2a. Explain factors leading to variation in 'accounting quality' and how these impact on financial statement analysis. 2b. Understand the risk involved in making forecasts of financial statements and be able to describe and communicate these uncertainties.</td>
<td>- Analyst report  - Exams</td>
</tr>
<tr>
<td><strong>3</strong> Communication</td>
<td>3a. Construct written work that is logically and professionally presented. 3b. Communicate ideas in a succinct and clear manner.</td>
<td>- Analyst report  - Class participation</td>
</tr>
<tr>
<td><strong>4</strong> Teamwork</td>
<td>4. Work collaboratively to complete a task.</td>
<td>- Analyst report</td>
</tr>
<tr>
<td><strong>5</strong> Responsible Business</td>
<td>5. Identify and assess environmental and sustainability considerations while performing financial-statement analysis.</td>
<td>- Part of analyst report, but not separately assessed</td>
</tr>
<tr>
<td><strong>6</strong> Leadership</td>
<td>6. Not addressed in this course</td>
<td>- Not assessed in this course</td>
</tr>
<tr>
<td><strong>7</strong> International Perspective</td>
<td>7. Identify key differences in accounting rules and enforcement globally and its impact on the analysis of financial reports.</td>
<td>- Part of analyst report, but not separately assessed</td>
</tr>
</tbody>
</table>
Approach to learning and teaching in the course

This course uses a combination of interactive classes based heavily on case analysis and reference to current business events to apply key concepts, theories and models to practice.

This course will be conducted as two 80-minute class sessions run in intensive mode. The class sessions will also focus on a series of case studies and recommended readings, which students are expected to complete prior to the commencement of the class. We will focus on Qantas as the ongoing ‘case study’ company. This will save you time in that your preparation for understanding Qantas’s business for the first week will be relevant for all remaining classes.

The course will develop four fundamental analysis skills: business-strategy analysis, accounting analysis, financial ratio and cash-flow analysis, and prospective analysis. We will practise using these tools in a variety of contexts (e.g. security analysis, credit analysis and investor communications). In class, we will use cases as the primary vehicle for learning these skills. Cases have several advantages over lectures in this setting. They provide a hands-on opportunity to apply and practise the concepts that we will discuss. This greatly enhances learning. They also present business-analysis issues in a specific context, making learning more interesting. In order to derive maximum benefit from your classes, you will need to have read and tried your hand at working through the cases prior to the class.

Assessment

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).

Assessment details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Mid-session exam</td>
<td>25%</td>
<td>1.5 hours</td>
<td>In class; Week 6</td>
</tr>
<tr>
<td>Analyst project (four deliverables)</td>
<td>40%</td>
<td>Various lengths</td>
<td>In class; Weeks 3, 6, 8 and 12.</td>
</tr>
<tr>
<td>Final exam</td>
<td>25%</td>
<td>Take-home exam</td>
<td>Details announced in Class 1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class participation

You need to prepare case summaries for each case used in the course – specific questions will be provided to assist and direct you in preparing these. Without adequate preparation, you will find it difficult to contribute usefully in class and will risk a poor grade for class participation. I will also indicate opportunities for class participation through some minor research tasks to be discussed/presented in class.

The course will be taught in a discussion mode to facilitate thoughtful discussion of the cases. To get the most out of the course, you must be prepared for discussion every day. You should come to class with a list of questions on everything you do not understand, and you should be prepared to discuss your opinions on professional issues. In other words, you do not have to have a specific question in order to participate; I am very interested in your opinions.

You can participate in different ways. These include (but are not limited to):

- identifying key issues in a case, based on your reading of the materials provided
- describing relevant personal experience
- making comments linked to the comments of other students and to the basic topic of discussion
- listening to the contributions of your classmates and engaging them in constructive dialogue.

The quality of your contribution is far more important than the quantity. You should also use your name cards for the first six weeks of the course. You should be prepared for cold-calling in all class meetings, especially in class time devoted to discussion of the case studies and of the Analyst Report.

You will lose points for contribution if you use your phone in class, or use your computer other than for course-specific tasks.

Analyst report

The group project requires you to conduct a complete analysis and valuation of a publicly listed company. Your company can be listed on an overseas exchange, or (preferably) on the Australian Securities Exchange. You cannot choose Woolworths or Qantas. I would recommend that you avoid choosing a bank or a firm that has recently been involved in a large merger. This is because these firms are harder to value. Meanwhile, you can find a list of all ASX sectors and constituent companies at the following website: http://www.asx.com.au/asx/research/companyInfo.do

The group project requires you to conduct a complete analysis and valuation of the business. A key feature of the project is that it requires you to identify and obtain the relevant, publicly available information. Thus, in addition to being evaluated on your ability to apply the tools of analysis described in the course, you will also be evaluated on your ability to identify and obtain the relevant information. Your analysis should provide solid support for the assumptions and forecasts that drive your valuation. (Your valuation should use only publicly available information. Do not use inside information obtained from personal company contacts etc.) Do not use brokerage-house reports or other published sources that make investment recommendations.

You need to clear your final selection with me before proceeding.
Your report will consist of the following four deliverables.

1. Understanding your firm: Briefly describe the industry and the company’s position within the industry and most importantly, the sustainability of profits generated by the company’s strategy. Why do you think the firm’s return on equity will or will not revert to its cost of capital? Please do not simply repeat the company overview from the company’s website or Management Discussion and Analysis!

**Due in Week 3.**

2. Financial-statement analysis: Calculate the core ratios for your firm and compare them to industry peers. You should note and adjust for any accounting distortions and analyse the quality of earnings.

**Due in Week 6.**

3. Financial-statement forecasts: Forecast the firm’s future income statements and balance sheets. This is the heart of the project, so provide specific justification for each major component of your forecast. Is the forecast based on past trends, comparisons with other firms in the industry, an industry report, or your gut feeling? How does your forecast for the next few years compare with analyst forecasts? Finding relevant data from outside the firm’s own financial statements to guide your forecasts is particularly valuable here, but please only access publicly available data; do not use inside information that you may have gathered from personal contacts in the company.

**Due in Week 8.**

4. Valuation: Use either the residual income (i.e. abnormal earnings) model or a discounted cash-flow model to produce an estimate of firm value. Focus on the value per share of equity in the company and compare your valuation to the market valuation, providing possible explanations for any differences. You should also conduct a sensitivity analysis by varying your discount rate and other crucial assumptions.

**Due in Week 12.**

A checklist for each deliverable will be posted in Moodle. Depending on the class size, we may have group presentations of your final report in Class 12.

**Formation of groups**

You will form your own groups, or you can choose to do the assignment by yourself. You may change groups during the course. If you wish to leave a group, you must provide all of your group members with written notification (email is fine). You must also notify the Class Coordinator and Facilitator in writing.

**Mid-session exam**

You will complete the mid-session exam during class. It will consist of several questions designed to assess you understanding of the material we will cover in the first half of the course. You may bring one A4 sheet of paper with writing on either side into the exam.
Final exam

You will complete the final exam as a take-home exam; it will be available at the end of our final class as a download in Moodle. It will consist of questions designed to assess your comprehension of the material we will cover in the course. You will need to show your detailed workings.

You will hand in your take-home exam via a Turnitin link provided in Moodle. Further details of the process and hand-in date will be provided in the first class.

Assignment preparation and submission

Unless otherwise stipulated in the specific details for each of your assignments, please prepare and submit your assignments in accordance with the following.

Assignment length

What is included in the word count?

- Executive Summary (if required), all text, tables, figures, diagrams and charts, appendices and table of contents (if required)

What is excluded from the word count?

- Reference list or bibliography
- Any text (including appendices) that goes beyond the word count will not be read in grading the assignment.

Assignment format

For consistency across all assignments, students are required to supply assignments in a standard format, which is detailed below. Assignments should always be submitted in Word format.

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<thead>
<tr>
<th>Headings</th>
<th>Body text</th>
<th>Page setup</th>
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<td>Footer: 1.25 cm</td>
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</table>

Note: The left and right margins are wider than the default margins in Word.

Paragraph breaks

First-line indent: 1.27 cm
Diagrams and tables
Students are encouraged to include diagrams and tables in their assessments, but must ensure they do not take up more than 20% of the assignment.

Diagrams and tables must:
- be formatted with single line spacing
- be formatted with a minimum font size of 8 points
- be positioned vertically in between paragraphs.

Assignment file name
Please use the following naming convention for each assignment.
- z9999999_surname_[XXXX1111]_17s3_Ass1

where:
- z9999999 is your student ID – please insert your surname
- XXXX1111 is the course code
- 17s3 is the session name (2017, Session 3)
- Ass1 is the Assignment number (Ass2 for Assignment 2)

Assignment submission
1. You must submit your assignment through your online classroom as per the instructions in your LMS User Manual.
2. Assignment submission in your LMS is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to prevent plagiarism by ensuring referencing is correct and that work has not been inadvertently copied from elsewhere. You can access Turnitin under the ‘Assessments’ section in your Moodle course site.
3. You are able to submit a draft version of your assignment prior to the due date. This enables you to view the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism, before you submit your final version for marking. More information about plagiarism can be found here: https://student.unsw.edu.au/plagiarism
4. Please note that draft assignments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).
5. Late submissions are possible but will be marked as such and will be subject to late penalties of 5% of the assignment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin please contact your Facilitator or AGSM Student Experience.
6. Extensions to assignment deadlines will be granted only in exceptional circumstances, and where adequate supporting documentation can be provided. Please note that work commitments do not constitute grounds for an extension. Requests must be made through the special consideration process. For details about this process, see: https://student.unsw.edu.au/special-consideration
7. Assessment tasks, other than the major final assessment, will normally be reviewed, and feedback provided, within 10 working days of submission.
8. Please keep a copy of your assignment.
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.

Course resources

The website for this course is on UNSW Moodle at: https://moodle.telt.unsw.edu.au/login/index.php

There is no prescribed textbook for this course. I will be putting (1) PowerPoint slides, (2) more detailed notes and additional readings, and (3) problem sets in the course Moodle site.

If you would like a textbook, I would recommend:


If you wish to explore any topic in more detail, please let me know. I have a heap of material on each of the topics we cover.

Other resources

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business, go to http://www.businessthink.unsw.edu.au.

Course evaluation and development

Mid- and end-of-session feedback is sought from students about the courses offered in the AGSM MBA Program, and continual improvements are made based on this feedback. The mid-session feedback is collected in Weeks 3 or 4, and communicated to students in the class following its collection. Significant changes to courses and programs within the Program based on end-of-session feedback are communicated to subsequent cohorts of students.
## Course schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Cases/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>I Collecting information</strong>&lt;br&gt;Introduction and framework for the course&lt;br&gt;The role of earnings in the capital market</td>
<td>Readings in course pack</td>
</tr>
<tr>
<td>2</td>
<td>Using accounting information to understand the business&lt;br&gt;Using strategy analysis to understand the business</td>
<td>Analysing Apple (questions in course pack)&lt;br&gt;<strong>Analyst Report company choice due</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>II Processing information (the role of incentives)</strong>&lt;br&gt;Using ratio analysis to understand the business&lt;br&gt;Incentives – compensation packages</td>
<td>Analysing Qantas 2017 results (questions in course pack)&lt;br&gt;<strong>First deliverable of Analyst Report due in Moodle by midnight on the due day</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>III Processing information (accounting analysis)</strong>&lt;br&gt;Understanding accounting disclosure versus recognition&lt;br&gt;Understanding capitalising versus expensing</td>
<td>Qantas’s operating leases (see course pack)&lt;br&gt;Capitalisation of costs at Microsoft</td>
</tr>
<tr>
<td>5</td>
<td>Understanding earnings management&lt;br&gt;Understanding accounting disclosures (pro forma earnings)</td>
<td>Case: Earnings management and Qantas (course pack)</td>
</tr>
<tr>
<td>6</td>
<td>Mid-session exam&lt;br&gt;Discussion of Analyst Report</td>
<td><strong>Second deliverable of Analyst Report due in Moodle by 5pm on the due day</strong></td>
</tr>
<tr>
<td>7</td>
<td><strong>IV Improving forecasting</strong>&lt;br&gt;Approaches to forecasting using historical information&lt;br&gt;Management guidance (forecasting provided by the firm)</td>
<td>Case: Google and earnings guidance</td>
</tr>
<tr>
<td>8</td>
<td>Implementation of a detailed forecast</td>
<td>Case: Forecasting Qantas&lt;br&gt;<strong>Third deliverable of Analyst Report due in Moodle by midnight on the due day</strong></td>
</tr>
<tr>
<td>9</td>
<td><strong>V Valuation and decision making</strong>&lt;br&gt;Using forecasts to construct valuation estimates</td>
<td>Readings in course pack</td>
</tr>
<tr>
<td>10</td>
<td>Using forecasts and valuation estimates to inform decisions</td>
<td>Readings in course pack</td>
</tr>
<tr>
<td>11</td>
<td>How accounting analysis may inform valuation&lt;br&gt;The role of third parties</td>
<td>Readings in course pack</td>
</tr>
<tr>
<td>12</td>
<td><strong>Course Review and wrap-up</strong>&lt;br&gt;Analyst report presentations</td>
<td><strong>Fourth deliverable of Analyst Report due in Moodle by 5pm on the due day</strong>&lt;br&gt;Take-home exam available (via Moodle)</td>
</tr>
</tbody>
</table>
PART B: Key policies, student responsibilities and support

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 and ELISE Plus 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/referencing

For the UNSW Business School Harvard Referencing Guide, see the Referencing and Plagiarism webpage (UNSW Business School > Students > How can we help? > Learning support > Resources > Referencing & plagiarism)

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.

AGSM MBA Programs and UNSW policies

In general, UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website: https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from the Student Experience.


Financial Statement Analysis
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.

Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. For more information, see: https://student.unsw.edu.au/attendance

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

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://safety.unsw.edu.au/

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.
Special consideration and supplementary examinations

Any student dealing with exceptional circumstances due to illness, misadventure or business critical work/travel that affects submission of assessments or exams (performance or attendance), should complete an application for Special Consideration via the UNSW online system – see: https://student.unsw.edu.au/special-consideration

A Professional Authority Form also needs to be completed prior to the online submission – see: https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf

These applications are assessed by the AGSM Student Experience team. Applications for Special Consideration must be received no later than three working days after an assessment task due date, or exam date.

Note that work, family, sporting and social commitments are not generally seen as being beyond a student’s control, and so would not normally be accepted as grounds for special consideration.

If your course has an exam, please note that students who are unwell are advised to not attend the exam, and instead obtain documentation from their doctor supporting their need to be absent from the exam. UNSW advises use of the Professional Authority Form – https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf – in this instance. They can then apply for Special Consideration to sit the Supplementary Exam (usually held seven days later). Once students see an exam, they cannot re-sit the exam for that course in the same session.

eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php

Login with your student zID (username) and zPass (password).

Moodle eLearning support

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For login issues:

UNSW IT Service Centre

Hours:  Monday to Friday: 8am – 8pm  
       Saturday and Sunday: 11am – 2pm

Email:  ITServiceCentre@unsw.edu.au

Phone: Internal: x51333
       External: 02 9385 1333
       International: +61 2 9385 1333
For help with technical issues and problems:

External TELT Support

Hours:  Monday to Friday: 7.30am – 9.30pm
        Saturdays and Sundays: 8.30am – 4.30pm

Email:  externalTELTSupport@unsw.edu.au
Phone:  Internal: x53331
        External: 02 9385 3331
        International: +61 2 9385 3331

Administrative and eLearning support

Student Experience
If you have administrative queries, they should be addressed to Student Experience.

Student Experience
AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
Email: studentexperience@agsm.edu.au

Additional student resources and support

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

- **AGSM – Digital Resources and Tutorials**

- **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)
  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: +61 2 9385 5584; Email: edu@unsw.edu.au

- **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 services and facilities for students**
  [https://www.library.unsw.edu.au/study/services-for-students](https://www.library.unsw.edu.au/study/services-for-students)
• **UNSW Counselling and Psychological Services**  
  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: +61 2 9385 5418.

• **Disability Support Services**  
  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies.  
  Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au