MNGT5329
Fundamentals of Risk
& Risk Management

Course Outline
Session 3, 2014

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support
Table of Content

PART A: COURSE-SPECIFIC INFORMATION 1
1. STAFF CONTACT DETAILS 1
2. COURSE DETAILS 1
   2.1 Teaching Times and Locations 1
   2.2 Units of Credit 1
   2.3 Summary of Course 1
   2.4 Course Aims and Relationship to Other Courses 1
   2.5 Student Learning Outcomes 1
3. LEARNING AND TEACHING ACTIVITIES 4
   3.1 Approach to Learning and Teaching in the Course 4
   3.2 Learning Activities and Teaching Strategies 4
4. ASSESSMENT 4
   4.1 Formal Requirements 4
   4.2 Assessment Details 4
   4.3 Assessment Format 6
   4.4 Late Submission 6
5. COURSE RESOURCES 6
   5.1 Prescribed Textbook 6
   5.2 eLearning information 6
6. COURSE EVALUATION AND DEVELOPMENT 7
7. COURSE SCHEDULE 7
8. PRESENTATION TOPICS 9

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 1
1. PROGRAM LEARNING GOALS AND OUTCOMES 1
2. ACADEMIC HONESTY AND PLAGIARISM 2
3. STUDENT RESPONSIBILITIES AND CONDUCT 2
   3.1 Workload 3
   3.2 Attendance 3
   3.3 General Conduct and Behaviour 3
   3.4 Occupational Health and Safety 3
   3.5 Keeping Informed 4
4. SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS 4
5. STUDENT RESOURCES AND SUPPORT 5
PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Lecturer-in-charge: Associate Professor John Evans
Phone: +61 414 643 658
Email: jevans@pgeaus.onmicrosoft.com
Consultation Times: By appointment

2. COURSE DETAILS

2.1 Teaching Times and Locations

<table>
<thead>
<tr>
<th>Lecture time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursdays, 6pm through 9pm</td>
<td>AGSM Building</td>
</tr>
</tbody>
</table>

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

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This course provides an introduction to risk management in business. It looks at why you need to manage risk, identification and management of risks, as well as current issues.

2.4 Course Aims and Relationship to Other Courses

This is an introductory course and provides a broad overview of risk management issues in the management of financial institutions. The course aims to increase students’ understanding of:

- Why manage risks
- How to manage risks
- Identification of risks
- Current issues in risk management

2.5 Student Learning Outcomes

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

1. Understand why risk management is critical to business, and have an appreciation of the major types of risks encountered, and their management.
2. Understand risk management practices
3. Identify issues in the management of businesses that may lead to reputational damage and collapse of the business.
4. Apply the knowledge learned to problems that might be encountered in the workplace.
5. Construct written work which is logically and professionally presented.
6. Communicate ideas in a succinct and clear manner.

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 ASB. 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 Program Learning Goals and Outcomes**

**Learning Goal 1: Business Management Knowledge**
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

**Learning Goal 2: Critical Thinking**
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions

**Learning Goal 3: Communication**
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

**Learning Goal 4: Teamwork**
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

**Learning Goal 5: Responsible Business**
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business
Students should be able to consider the social and cultural implications of management practices and of business activities

**Learning Goal 6: Leadership**
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams
**Learning Goal 7: International Perspective**

Students should understand the needs of undertaking business within a global context

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

**Learning Goal 8: Risk Management**

Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models

Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

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

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in 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>This course helps you to achieve the following learning goals for all ASB postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Business Management Knowledge</td>
<td>Business Management Knowledge</td>
<td>Understand why risk management is critical to institutions, and have an appreciation of the major types of risks encountered in institutions, and their management.</td>
</tr>
<tr>
<td>2 Critical thinking</td>
<td>Critical Thinking</td>
<td>Apply the knowledge learned to problems that might be encountered in the work place.</td>
</tr>
<tr>
<td>3 Communication</td>
<td>Communication</td>
<td>Construct written work which is logically and professionally presented. Communicate ideas in a succinct and clear manner.</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Teamwork</td>
<td>Not assessed in this course</td>
</tr>
<tr>
<td>5 Responsible Business</td>
<td>Responsible Business</td>
<td>Identify issues in the management of institutions that may lead to reputational damage and collapse of the institution.</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Leadership</td>
<td>Not assessed in this course</td>
</tr>
<tr>
<td>7 International Perspective</td>
<td>International Perspective</td>
<td>Understand risk management issues arising for global businesses</td>
</tr>
<tr>
<td>8 Risk Management</td>
<td>Risk Management</td>
<td>Appreciate the need for risk management in a business, &amp; how to manage the risk management process</td>
</tr>
</tbody>
</table>
3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The primary learning approach used in this course is “guided self-learning”. This approach is used as this is expected to allow students the best opportunity to learn and retain the course material through self-learning, assisted by discussions to develop the main concepts. Guided self-learning is expected to provide a greater depth of understanding of the concepts compared to traditional lecture styles and facilitate a higher level of understanding of the issues so that students can apply their knowledge to new situations encountered in business. Guided self-learning also equips students for lifelong learning through providing the framework for self-learning.

3.2 Learning Activities and Teaching Strategies

The teaching strategy involves:

- Students preparing for a lecture by reading relevant material, and identifying issues they are uncertain of for discussion in the class;
- Lectures consisting of highlighting the main points that need to be understood, accompanied by discussion points where the class is expected to contribute and to provide feedback to the lecturer that the topics have been understood;
- Presentations where the student is expected to research a topic and then develop a lecture for their peers, accompanied by discussions by the class;
- Feedback through assignments & comments on class discussions.

Students are not permitted to bring into the lectures any sound or video recording devices.

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>Weight</th>
<th>Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>15%</td>
<td>1,2,3,7,8</td>
<td>10 minutes</td>
<td>As scheduled on Course website</td>
</tr>
<tr>
<td>Case Study</td>
<td>30%</td>
<td>1,2,3,7,8</td>
<td>3 pages, 10 minutes</td>
<td>4th December</td>
</tr>
<tr>
<td>Final Examination</td>
<td>55%</td>
<td>1,2,3,7,8</td>
<td>2 hours</td>
<td>TBA</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</tbody>
</table>
Whilst feedback will be provided to students after their assessment tasks have been completed, students should note that the final assessment can involve scaling of overall marks to meet AGSM assessment requirements.

**Presentation**

The presentations are intended to develop your skills in research and your ability to concisely and coherently present your ideas.

The presentation topics are as set out in this Course Outline and your presentation is due as scheduled on the Course website. Students may agree between themselves to swap presentations provided both students involved notify the Course Coordinator before the first presentation is due.

Grading will take into account:

- Has the topic been adequately covered? (i.e. have you addressed the topic?)
- Thought given to how best to answer the topic (i.e. how can I best communicate with other students?)
- Flow of the answer (i.e. do the ideas flow properly?)
- Originality of ideas (i.e. has the student thought through the issues or just regurgitated the class discussion/notes/text book?)

Presentations must include PowerPoint slides and a copy made available to the Course Coordinator to put onto the Course website following the presentation.

**Case Study**

The case study is intended to develop your skills in research and your ability to concisely and coherently present your ideas.

To complete the case study you need to prepare a short report (maximum 5 pages), for a business in an industry you select that:

- Identifies the major risks that the business would encounter
- Identifies an appropriate risk management process for the business
- Identifies appropriate risk mitigation strategies for the major risks identified

and make a short, 10 minute presentation in class on each of the above issues.

Grading will take into account:

- Has the topic been adequately covered? (i.e. have you addressed the topic?)
- Thought given to how best to answer the topic (i.e. how can I best communicate with the assessor and my colleagues?)
- Flow of the answer (i.e. do the ideas flow properly?)
- Originality of ideas (i.e. have you thought through the issues or just regurgitated the class discussion/notes/text book?)
4.3 Assessment Format

For guidelines on formatting and presenting your assignment, see http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

4.4 Late Submission

AGSM MBA Programs applies a daily penalty of 5% to late assignments. This policy was reviewed in October 2009 in light of the fact that certain schools within the Australian School of Business apply a 10% penalty. The decision of AGSM MBA Programs following this review was that current 5% penalty is appropriate to all of our programs and will remain unchanged.

Refer to policy at: http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx

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.

5. COURSE RESOURCES

5.1 Prescribed Textbook

There is no prescribed textbook for this course. Papers that are considered relevant will be available on the Course website.

The Course website site for this course will contain the Course Outline, presentations made by the lecturer or guest lecturer, presentations made by students, and any notices relevant to this course. It is important that you visit the site regularly to see any notices posted there by the Course Coordinator.

5.2 eLearning information

Soft copies of your course materials are available online on eLearning.

- Go to https://moodle.telt.unsw.edu.au/ to find the Moodle Login page.
- Enter your UserID (your zNumber) and Password (your zPass) and click Sign On.
6. 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. As a consequence of feedback the number of assessment tasks have been reduced for this course and guest lecturers introduced.

7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Topic</th>
<th>Issues</th>
<th>Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 18th September</td>
<td>Overview of ERM</td>
<td>• Why have an ERM process</td>
<td>• Deloitte Global Risk Survey: Risk Governance</td>
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<tr>
<td></td>
<td></td>
<td>• Evolution of ERM</td>
<td>• GARP-Getting the most from an ERM process</td>
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<tr>
<td></td>
<td></td>
<td>• How successful has ERM been</td>
<td>• Lloyds Risk Index</td>
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<tr>
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<td></td>
<td>• EY CRO Survey</td>
</tr>
<tr>
<td>Unit 2 25th September</td>
<td>Risk Categorisation &amp; Implications</td>
<td>• KuU</td>
<td>• Ganegoda: A Framework to Manage Measurable &amp; Unmeasurable Financial Risks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Simultaneous Multiple States</td>
<td>• Evans: Dynamism of Risks</td>
</tr>
<tr>
<td>Unit 3 2nd October</td>
<td>Risk Tolerance/Risk Appetite</td>
<td>• Top down v Bottom up</td>
<td>• Actuaries Institute ERM Risk Appetite Survey 2012</td>
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<td>• Ensuring compliance</td>
<td>• Financial Stability Board</td>
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<td>• APRA_Challenges for board and management</td>
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<tr>
<td>Unit 4 9th October</td>
<td>Risk Management Processes</td>
<td>• Standard approach</td>
<td>• GARP Principal Insurance Risk Management Structure</td>
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<td>• Multi state approach</td>
<td>• Allan &amp; Corrigan</td>
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<td></td>
<td>• Risk driver approach</td>
<td>• Evans: Management of Dynamic Risks</td>
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<td></td>
<td>• GARP Analysis &amp; Measurement</td>
</tr>
<tr>
<td>Unit 5 16th October</td>
<td>Modelling Risks</td>
<td>• Data issues</td>
<td>• McKinsey Working Paper 32</td>
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<tr>
<td></td>
<td></td>
<td>• Historical v Predictive</td>
<td>• Milliman Modelling Operational Risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Value of Models</td>
<td>• Ganegoda_Evans Modelling Operational Risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Robert Merton presentation</td>
</tr>
<tr>
<td>Unit 6 23rd October</td>
<td>Major Risks &amp; their Management</td>
<td>• Market risk, interest rate risk, credit risk, operational risk, political risk, strategic risk</td>
<td>• BP Gulf Oil Spill</td>
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<td></td>
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<td></td>
<td>• CPA Credit Risk</td>
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<td></td>
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<td>• Wells Fargo Interest Rate Risk</td>
</tr>
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<td></td>
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<td></td>
<td>• Australian Bank Frauds</td>
</tr>
<tr>
<td>Date/Time</td>
<td>Topic</td>
<td>Issues</td>
<td>Papers</td>
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<td></td>
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<td></td>
<td>● PRMIA Risk Trends Report</td>
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<td></td>
<td>● ConvergEX Fraud settlement highlights opaque trading cost_January 2014</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>● GARP Operational Risk Paper</td>
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<td></td>
<td></td>
<td></td>
<td>● RBA Credit Risk Measures July 2013</td>
</tr>
<tr>
<td>30th October</td>
<td>No Lecture</td>
<td>Students to work on Case Studies</td>
<td></td>
</tr>
</tbody>
</table>
| Unit 7       | Risk Management Standards & Regulation                                 | ● What are they trying to achieve?  
● How successful will the standards be?  
● Costs v security                                                                                     | ● A_NZS ISO 31000                                                                                 |
| 6th November |                                                                       |                                                                                                                                                            | ● Basel 111                                                                                   |
|              |                                                                       |                                                                                                                                                            | ● GARP Regulation of US Systemically Important Banks                                           |
|              |                                                                       |                                                                                                                                                            | ● GARP Too Big to Fail                                                                        |
| Unit 8       | Risk Management in Financial Institutions [Guest Lecture]             | ● Regulation  
● Common practice  
● Where is risk management heading                                                                   |                                                                                             |
| 13th November|                                                                       |                                                                                                                                                            |                                                                                             |
| Unit 9       | Risk Management in Non-Financial Institutions [Guest Lecture]         | ● Regulation  
● Common Practice  
● Where is risk management heading                                                                   |                                                                                             |
| 20th November|                                                                       |                                                                                                                                                            |                                                                                             |
| Unit 10      | The Global Financial Crisis: the Lessons for Regulation and Risk Management | ● Basel regulation  
● The GFC components  
● Why wasn't contagion risk recognised                                                                 | ● Martin Wolf: Lessons from the GFC                                                          |
| 27th November|                                                                       |                                                                                                                                                            | ● Lenzer: Why you will be blindsided by the next GFC                                          |
|              |                                                                       |                                                                                                                                                            | ● Brown_Davis Australian Experience in the GFC                                                 |
|              |                                                                       |                                                                                                                                                            | ● GARP-BoFA and toxic debt                                                                     |
|              |                                                                       |                                                                                                                                                            | ● GARP-JP Morgan legal issues                                                                  |
|              |                                                                       |                                                                                                                                                            | ● GARP-MorganStanley CEO on chance of GFC repeating                                           |
|              |                                                                       |                                                                                                                                                            | ● Why we didn't learn enough from the financial crisis                                        |
| Unit 11      | Case Study Presentations Revision                                      | ● Presentations and hand in of paper  
● Revision questions and discussions                                                               |                                                                                             |
| 4th December |                                                                       |                                                                                                                                                            |                                                                                             |
# 8 PRESENTATION TOPICS

## Unit 1

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>When and why did institutions start thinking about ERM?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2</td>
<td>What is the difference between ERM and internal audit?</td>
</tr>
<tr>
<td>Topic 3</td>
<td>What is the purpose of ERM for an institution?</td>
</tr>
<tr>
<td>Topic 4</td>
<td>Outline the role of the Board, and the Audit &amp; Risk Committee in an ERM process</td>
</tr>
</tbody>
</table>

## Unit 2

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>How useful to a business is the categorisation of risks as known, unknown and unknowable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2</td>
<td>Why might risks simultaneously exist as known and unknown?</td>
</tr>
<tr>
<td>Topic 3</td>
<td>How useful is quantitative modelling if your risks are continually changing their characteristics?</td>
</tr>
<tr>
<td>Topic 4</td>
<td>How would you categorise strategic risk?</td>
</tr>
</tbody>
</table>

## Unit 3

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>As the CRO of a business, how would you go about determining the overall risk tolerance of the business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2</td>
<td>How would you allocate the overall risk tolerance for a business to the various operating divisions?</td>
</tr>
<tr>
<td>Topic 3</td>
<td>Is the risk tolerance for a business static or dynamic?</td>
</tr>
<tr>
<td>Topic 4</td>
<td>Should the overall businesses' risk tolerance be allocated to operating divisions or by risks across the operating divisions?</td>
</tr>
</tbody>
</table>

## Unit 4

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>How would you establish a risk management process for a large international business?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic 2</td>
<td>If your business decided to undertake a risk management process by identifying the drivers of the major risks in the business, how would you establish the risk management process?</td>
</tr>
<tr>
<td>Topic 3</td>
<td>All risk management processes rely upon human capital to identify risk events. How would you build a risk management culture to minimise the risk of events not being reported?</td>
</tr>
<tr>
<td>Topic 4</td>
<td>What is risk culture, and is this a separate risk, or just a means of mitigating human capital risk?</td>
</tr>
</tbody>
</table>
### Unit 5

**Topic 1** What is the value to a business from modelling their risks?

**Topic 2** Political and strategic risks are significant for international businesses. How might you model these risks and what qualification would you put on the results?

**Topic 3** When financial risks are mitigated by using OTC derivatives, this creates a residual credit risk. How would you model this residual risk?

**Topic 4** A banker once said: “if we can’t model a risk then we don’t take it on”. Is this an appropriate strategy for a business?

### Unit 6

**Topic 1** What is operational risk and how would you mitigate this risk?

**Topic 2** What is strategic risk and how would you mitigate this risk?

**Topic 3** What is human capital risk and how is it best mitigated?

**Topic 4** What is political risk and how can it be mitigated?

### Unit 7

**Topic 1** The financial institutions have significant regulation in Australia and around the world. The regulation includes requirements to estimate risks and establish capital for these risks. Is this sufficient risk management for a financial institution?

**Topic 2** What is the major driver for a business to develop a comprehensive risk management approach and to embed it into the business decision process?

**Topic 3** How would you embed a risk management process into a business?

**Topic 4** Businesses face extreme risks such as climate change, natural disasters and other external events. How would you embed these into a risk management process?

### Unit 8

**Topic 1** What are the major components of Basel 11?

**Topic 2** After the GFC, major US banks and insurers were identified as having a significant risk to the economy if they failed and were required to increase the capital they hold. What was the purpose of this and is it likely to be effective?

**Topic 3** In Australia, financial institutions are required to have a CRO who cannot have dual roles. What is the purpose of this regulation and is it likely to be effective?

**Topic 4** It has been argued that the enforcement of Basel 11 in Australia significantly assisted in the GFC having little impact in Australia. Do you
agree and if so, why did the regulation assist in Australia but not in the US or the UK?

Unit 9

Topic 1 The construction industry appears to have well developed risk management processes at the project level, but not at the corporate level. How might this have occurred and what are the possible consequences for a business in this industry.

Topic 2 Compare the major differences you might expect between the risk management process in an international bank and a telecommunications company operating cables around the world for communication and data transmission.

Topic 3 The ISO 9000 standard is related to quality management systems and designed to help organizations ensure that they meet the needs of customers and other stakeholders while meeting statutory and regulatory requirements related to the product. How effective do you think this standard is with respect to risk management for a business?

Topic 4 Outline what went wrong in the BP Deepwater Horizon oil rig in 2010, and what risk management processes seemed to have failed.

Unit 10

Topic 1 One of the issues arising from the GFC was the inability of the institutions and regulators to see the emergence of the contagion risk from interbank selling of CDOs. As a financial institution, how would you go about identifying emerging risks?

Topic 2 As a result of the GFC, Basel 111 was introduced. Is this sufficient to avoid another GFC?

Topic 3 If another version of the GFC were to occur, should governments lend funds to the banks or acquire them and inject capital?

Topic 4 Has the action to bail out the “too big to fail” institutions created a risk culture that means these institutions will continue to take greater risks than could be justified by their own capital?
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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 ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

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

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal 1: Business Management Knowledge</strong></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Learning Goal 2: Critical Thinking</strong></td>
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<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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<tr>
<td><strong>Learning Goal 3: Communication</strong></td>
</tr>
<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>
<tr>
<td><strong>Learning Goal 4: Teamwork</strong></td>
</tr>
<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>
Learning Goal 5: Responsible Business
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business
Students should be able to consider the social and cultural implications of management practices and of business activities

Learning Goal 6: Leadership
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams

Learning Goal 7: International Perspective
Students should understand the needs of undertaking business within a global context
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

Learning Goal 8: Risk Management
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models
Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments

2. 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 the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism)

3. 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: http://www.asb.unsw.edu.au/currentstudents/agsmmba/studentresources/studentsrightandsandresponsibilities/Pages/default.aspx

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


3.1 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.

3.2 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.

http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/enrolmentinformation/Pages/default.aspx#class attendance

3.3 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

3.4 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.
3.5 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.

4. 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. For both general and specific information on ‘special considerations’ contact Student Experience and the lecturer-in-charge: Also see http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#exams

and myUNSW


General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment due date (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.

3. Applications will not be accepted by teaching staff. Student Experience will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by Student Experience, not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

Special Consideration and the Final Exam:

Applications for special consideration in relation to the final exam are considered by an AGSM Student Experience panel to which lecturers-in-charge provide their recommendations for each request.
If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

5. STUDENT RESOURCES AND SUPPORT

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

- **AGSM Student Experience**
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Blue Counter, AGSM Building (G27),
  Ph: 9931 9400
  E: studentexperience@agsm.edu.au

- **eLearning Support**: For online help using Moodle, follow the links from http://teaching.unsw.edu.au/moodle-students

  **For login issues**
  Contact the **UNSW IT Service Centre**:
  **Hours**: Monday–Friday 8am – 8pm
  Saturday–Sunday 11am – 2pm
  **Email**: ITServiceCentre@unsw.edu.au
  **Phone**: (02) 9385 1333; **International**: +61 2 9385 1333

  **For assistance in using Moodle, including how to upload assessments**
  Contact the **AGSM Elearning Coordinator**:
  **Hours**: Monday – Friday, 9am – 5pm
  **Email**: elearning@agsm.edu.au
  **Phone**: (02) 9931 9541; **International**: +61 2 9931 9541

  **For help with technical issues and problems**
  Contact the **External TELT Service Centre**:
  **Hours**: Monday–Friday 7.30am – 9.30pm
  Saturday–Sunday 8.30am – 4.30pm
  **Email**: externalteltsupport@unsw.edu.au
  **Phone**: (02) 9385 3331; **International**: +61 2 9385 3331

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

- **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](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](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](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: +61 2 9385 5418

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](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: +61 2 9385 4734