MNGT5521
Special Topic: Financial Strategy

Course Outline
Session 4, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Chris Adam
Room: Quad Building Level 1, Room 1038E
Phone: 9385 9695
Email: c.adam@unsw.edu.au
Consultation Times: By appointment

2 COURSE DETAILS

2.1 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.

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

2.3 Summary of Course
The focus of the course is on corporate financing: that is, how organizations create and use strategies in the financial markets to obtain funding for their activities, how they structure the contracts for the supply of capital, and how they link these to internal contracts with assets within the organization by means such as executive compensation.

2.4 Course Aims and Relationship to Other Courses
Classical Finance takes the view that (i) the interests of the owners (equity holders) of an organization and its management are aligned - so the management is working only for the owners - and (ii) the creditors of an organization will be repaid their funds with an appropriate return for risk unless a system-wide catastrophe overtakes the organization. Yet we observe in the capital markets organizations investing a great deal of time and real resources trying to protect the investments of the owners and of the creditors, as if the two views of Classical Finance do not hold. This observation suggests we need to modify our Classical Finance model. The main modifications are to recognize that management and ownership are often separated, and that asymmetric information prevents all capital market participants being able to know fully about the risks they face so stopping them from insuring against them. The Financial Strategy course starts with these modifications to give a framework for empirical analysis. We then study a wide range of actual financial market activities adopted by organizations to meet the requirements of their worried investors, using a life-cycle approach to organizations from their inception to their death. We examine many examples of success and failure that financial investors have encountered in organizations both in Australia and overseas; and we learn about the driving forces behind changes in financial markets such as credit crises.
This course can function as a capstone for Finance courses offered in the AGSM MBA Program, because it builds on existing knowledge that is drawn from those other courses and is offered in the final Session of the Program. The only pre-requisite for this course, however, is the core Finance course or equivalent knowledge, and students do not need to have completed other Finance electives in the degree.

2.5 Student Learning Outcomes

Students who successfully complete MNGT5521 Financial Strategy will have an understanding of how corporations raise capital in developed capital markets, and the benefits and costs of them doing so.

At the successful completion of this course, a student will be able to:

- explain the difference between models of perfect capital markets and imperfect capital markets;
- understand foundation analytical concepts such as moral hazard, adverse selection, and asymmetric information as they relate to capital markets;
- know how and why the capital provisions for corporations change over the lifecycle of the corporation;
- grasp the nature of the empirical evidence, both statistical and case-based, that supports analysts’ views about the evolving role of private equity and venture capital;
- recognise the market signals that are leading indicators of financial distress in corporations;
- appreciate the financial choices available to corporations for supporting operational restructuring;
- elucidate the critical elements of when and how financial risk management can enhance corporate value, and when it damages corporate value; and
- be able to see how financial crises can emerge that can, despite financial risk management, disrupt financial strategies developed by organizations.

The course is delivered as a general introduction to financial strategy. Students who do not plan to specialize in the area can take the course as a stand-alone course. The course also provides the platform for more advanced analysis in corporate finance for those who intend to pursue careers as corporate finance managers, portfolio managers, bankers, investment bankers or consultants. This course is complementary to the AGSM MBA elective Corporate Finance, but does not require you to have taken that elective.

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 undergraduate postgraduate coursework students in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).
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 practised 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 MBA Program Learning Goals</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>Understand how organizations raise capital at different phases of their life cycles, and in different market conditions.</td>
<td>Mid-Session Exam (part of content assessed) Final Exam (part of content assessed)</td>
</tr>
</tbody>
</table>

MNGT5521 Special Topic: Financial Strategy
### 2 Critical Thinking
- Analyse empirical data presented in cases and tables to provide cogent arguments for specific strategies to be adopted by organizations for their capital raising or executive compensation.
- In-class case discussions (assessed for 5% of course grade); and Group Case Development assignment (assessed for 20% of course grade).

### 3 Communication
- Contribute to oral case discussions on what financial strategies organizations might adopt in specific circumstances of the cases.
- In-class oral case discussions (assessed for 5% of course grade).

### 4 Teamwork
- Not specifically addressed in this course.
- Not specifically addressed in this course.

### 5 Responsible Business
- Exercise judgment on ethical principles involved with the development of financial strategies.
- Specific topics assessed in oral case discussions of executive compensation; and evaluation of corporate financial behaviour in turbulent capital markets.

### 6 Leadership
- Not specifically addressed in this course.
- Not specifically addressed in this course.

### 7 International Perspective
- Explain differences in corporate responses to financial strategic creation in the US, the UK, Australia, and China.
- In-class case discussions (assessed for 5% of course grade).

### 8 Risk Management
- Evaluate risk involved with competing corporate financial strategies at different stages of organizational life cycle.
- Mid-Session Exam (part of content assessed)
- Final Exam (part of content assessed)

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course
Courses in the AGSM MBA Programs have been designed using the action learning approach. The action learning approach is based on the assumption that to achieve change we need to practise new behaviours and skills, receive feedback, see the consequences of new ways of behaving and thereby integrate new skills into our way of thinking and behaving.

The experiential approach to learning forms the starting point of the action learning cycle. The action learning cycle can be represented as follows:
From our own experience, we observe and reflect so that we can formulate new concepts, principles and strategies for action. Finally, we experiment and practise them in new situations.

We encourage you to start the learning cycle for yourself by working through the course materials, to formulate new understanding by active participation in the weekly sessions (e.g., discussions with the lecturer and other students), and to enhance your learning through additional exercises and practice in real-life situations.

3.2 Learning Activities and Teaching Strategies

You have several major resources to help you learn:

✓ The class sessions with your lecturer. The lecturer's job is to facilitate your learning by teaching key concepts, conducting class discussions, answering questions that might arise for you after you have done the week's work, providing insights from his own experience and understanding of theory, providing you with feedback on your assignments.

✓ The written course materials included in the textbook and other readings posted on the course Moodle website.

✓ Your fellow students. Your classmates are an invaluable potential source of learning for you. Their experiences in similar and different jobs and industries represent a great learning opportunity for you.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• make a satisfactory attempt at all assessment tasks (see below).
4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Session in-class Exam</td>
<td>20%</td>
<td>1 hour 10 minutes</td>
<td>Week 5</td>
</tr>
<tr>
<td>Case Development</td>
<td>35%</td>
<td>15 pages</td>
<td>Week 10</td>
</tr>
<tr>
<td>In-Class Case Analysis</td>
<td>15%</td>
<td>Discussion of set cases in class</td>
<td>Weeks 7-12 of Session</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>2 hours</td>
<td>Week 13</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details of each assessment task:

**Mid-Session Quiz:**
- **Brief description of Mid-Session Quiz:** a 1 hour 10 minute Quiz comprising several multiple choice questions (all to be answered) plus three problem-oriented questions of which two need to be completed. The coverage of the Quiz is material related to the first four weeks of learning in the course. The Quiz is open-book.
- **Rationale/purpose for the assessment task:** to allow students to assess their engagement with the disciplinary knowledge and their critical and analytical thinking and problem-solving abilities in Financial Strategy.
- **Assessment requirements:** the Quiz will be written under exam conditions in the teaching classroom. The Quiz is worth 20% of the course mark.
- **Presentation and format guidelines/requirements for examinations:** students will write their answers in standard issued examination answer booklets. Please refer to MBA website if desired.
- **Marking criteria/grade descriptors against which assessments and participation will be evaluated:** there will be notes available outlining answers to the multiple choice questions and problem-oriented questions. These will be provided to the students when the marked Quizzes are returned to the class.
- **Assessment submission procedure:** students will take the Quiz during the class period in Week 5 and hand in their answers at the end of the allotted time for the Quiz.

**Case Development:**
- **Brief description of the Case Development:** details of this task are given in a separate document available by email from the instructor after 1 November of the year prior to that in which the course is taught.
- **Rationale/purpose for the assessment task:** the Case Development provides you with the opportunity to explore in depth a particular area of the course by collating materials for, and creating a first write-up of, a real world case designed to show a particular model or process in Financial Strategy. The Case would be used in an MBA course in Financial Strategy, for students with a good understanding of basic finance theory and some applications. The work is done in a self-selected group so you are given a clear opportunity to share your learning, and learn from others, about the area. This exercise is intended to allow students to assess their engagement with the disciplinary knowledge and their critical and analytical thinking in a team environment.
- **Assessment requirements:** the Case Development will be composed for submission in hardcopy and electronic form. The Case Development is worth 35 per cent of the course mark.
- **Presentation and format guidelines/requirements for Case Development:** The details of presentation and format for this task are given in a separate document available by email from the instructor after 1 November of the year prior to that in which the course is taught.
Marking criteria/grade descriptors against which assessments and participation will be evaluated: a copy of the marking grid for this task will be given as a separate document available by email from the instructor after 1 November of the year prior to that in which the course is taught. The instructor will provide a summary mark for each Case Development to the submitting group prior to the Final Examination. More detailed feedback to each submitting group will be available in discussions with the instructor following the completion of the course assessment.

Assignment submission procedure: The Case Development is due no later than 5.00 pm on the day of the Financial Strategy class in week 10 of the Session. The Case Development should be handed in at the AGSM MBA Student Experience office on Ground Floor Level of the AGSM Building, and an electronic copy sent to the course instructor at e-mail address <c.adam@unsw.edu.au>.

In-Class Case Analysis:
- Brief description of In-Class Case Analysis: in weeks 7 to 12, students will prepare oral analyses of a set of cases provided by the instructor.
- Rationale/purpose for the assessment task: to allow students to assess their engagement with applications of the disciplinary knowledge of the course.
- Assessment requirements: the performance of students in the case discussions each week will be assessed by the instructor each week using a three dimensional measure, focusing on evident preparation, quality of response to direct questions, and effort in extending analyses of other students. The In-Class Case Analysis is worth 15% of the course mark.
- Presentation requirements for In-Class Case Analysis: students will be present in class and willing and able to participate in the case discussions.
- Marking criteria/grade descriptors against which assessments and participation will be evaluated: the criteria used by the instructor for assessing performance in the Case Analysis are evidence of student preparation of the case, quality of student responses to direct questions, and effort put out by the student in seeking to extend analytical issues raised by the instructor and other students.
- Assessment timing: the case discussions will take place in class during weeks 7 to 12.

Final Examination:
- Brief description of Final Examination: a 2 hour written Final Examination comprising several multiple choice questions (all to be answered) plus four problem-oriented questions of which three need to be completed. The coverage of the Final Exam is material addressed in all the teaching weeks of the course. The Final Exam is open-book.
- Rationale/purpose for the assessment task: to allow students to assess their understanding of the disciplinary knowledge and their critical and analytical thinking and problem-solving abilities over the whole of the content of Financial Strategy.
- Assessment requirements: the Final Exam will be written under exam conditions in a classroom. The Final Exam is worth 30% of the course mark.
- Presentation and format guidelines/requirements: students will write their answers in standard issued examination answer booklets. Please refer to MBA website if desired.
- Marking criteria/grade descriptors against which assessments and participation will be evaluated: the instructor will provide oral feedback to any enquiring student once the marking has been completed and the results for the course compiled.
- Assignment Submission Procedure: students will take the Final Examination during the AGSM MBA Program examination period at the end of Session, and hand in their answers at the end of the allotted time for the Final Examination.
Further information on assessment policies and guidelines can be found on the [http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx](http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx).

4.3 Assessment Format
Details of these are contained in the individual assignment descriptions to be made available to the class during the Session.

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 UNSW Business School 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 on [http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#penalties](http://www.asb.unsw.edu.au/currentstudents/agsmmba/academicinformation/assessmentsandexaminations/Pages/default.aspx#penalties).

<table>
<thead>
<tr>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential and will not be related to course grades.</td>
</tr>
</tbody>
</table>

5 COURSE RESOURCES
- Readings and cases will also be available for this course, issued during the course ahead of need and located on the AGSM MBA Program Moodle site.
- UNSW Library information link to: [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>References</th>
<th>Other Activities/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Financial Strategy</td>
<td>Text: Chapter 1 &amp; Readings item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Framework for Analysis: Separating Ownership and Control</td>
<td>Text: Chapters 3, 4 &amp; 6 &amp; Appendix 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Framework for Analysis: Information Asymmetries</td>
<td>Readings items</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Corporate Life Cycle and Financial Strategy</td>
<td>Text: Chapter 5, 6 &amp; Readings item</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Guest speaker: Start-ups and VC</td>
<td>Text: Chapter 7 &amp; Readings items</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Financing Growth</td>
<td>Text: Chapter 8 &amp; Readings item</td>
<td><strong>Mid-Session Quiz</strong> <em>(Chaps 1, 3, 4, 5, 6, 7 + Readings to end Week 4)</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Financing Growth; Mature Companies</td>
<td>Text: Chapter 8 &amp; 9 &amp; Readings items</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Declining Business &amp; Financial Restructuring</td>
<td>Text: Chapter 10, 17</td>
<td>Case for in-class discussion</td>
</tr>
<tr>
<td>Week 8</td>
<td>Guest speaker: Role of PE in Restructuring</td>
<td>Text: Chapter 18</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Operational Issues: Executive compensation</td>
<td>Text: Chapter 6 &amp; Readings items</td>
<td>Case for in-class discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Understanding Financial Crises I</td>
<td>Text: Chapter 11, 12 &amp; Readings items</td>
<td><strong>Case Development due</strong> Case for in-class discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Understanding Financial Crises II</td>
<td>Text: Chapter 11, 12 &amp; Readings items</td>
<td>Case for in-class discussion</td>
</tr>
<tr>
<td>Week 12</td>
<td>Review case</td>
<td></td>
<td>Case for in-class discussion</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
<td></td>
<td><strong>Final Exam</strong> <em>(Chaps 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18 + Readings to end Week 12)</em></td>
</tr>
</tbody>
</table>
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.
## 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 |

## 2 ACADEMIC HONESTY AND PLAGIARISM


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: 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.


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. https://www.business.unsw.edu.au/students/resources/accept-enrol/agsm-student-enrolments#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 https://www.business.unsw.edu.au/agsm/students/resources/assessments-and-examinations and myUNSW

https://student.unsw.edu.au/exams

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, including:

- **AGSM Student Experience**
  Advice and direction on all aspects of enrolment, timetables and graduation.
  Ground Floor – Blue Counter, AGSM Building (G27),
  Phone: (02) 9931 9400
  Email: studentexperience@agsm.edu.au

- **eLearning Support:** For online help using Moodle, follow the links from [http://teaching.unsw.edu.au/moodle-students](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: externalteletsupport@unsw.edu.au
  - Phone: (02) 9385 3331 - International: +61 2 9385 3331
• **ASB Education Development Unit (EDU)**
  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); Phone: (02) 9385 5584; Email: edu@unsw.edu.au.
  Consultation online booking: [https://booking.online.unsw.edu.au/booking/asb_consultation.login](https://booking.online.unsw.edu.au/booking/asb_consultation.login)
  Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit)

• **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://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; Phone: (02) 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; Phone: (02) 9385 4734.