

**FINS3641**  
**Security Analysis and Valuation**

**Course Outline**  
**Semester 1, 2017**

**Part A: Course-Specific Information**  
**Part B: Key Policies, Student Responsibilities**  
**and Support**

# Table of Contents

<b>PART A: COURSE-SPECIFIC INFORMATION</b>	<b>2</b>
<b>1 STAFF CONTACT DETAILS</b>	<b>2</b>
<b>2 COURSE DETAILS</b>	<b>2</b>
2.1 Teaching Times and Locations	2
2.2 Units of Credit	2
2.3 Summary of Course	2
2.4 Course Aims and Relationship to Other Courses	2
2.5 Student Learning Outcomes	2
<b>3 LEARNING AND TEACHING ACTIVITIES</b>	<b>4</b>
3.1 Approach to Learning and Teaching in the Course	4
3.2 Learning Activities and Teaching Strategies	4
<b>4 ASSESSMENT</b>	<b>4</b>
4.1 Formal Requirements	4
4.2 Assessment Details	4
<b>5 COURSE RESOURCES</b>	<b>9</b>
<b>6 COURSE EVALUATION AND DEVELOPMENT</b>	<b>9</b>
<b>7 COURSE SCHEDULE</b>	<b>10</b>
<b>8 PROGRAM LEARNING GOALS AND OUTCOMES</b>	<b>11</b>
<b>9 ACADEMIC HONESTY AND PLAGIARISM</b>	<b>12</b>
<b>10 STUDENT RESPONSIBILITIES AND CONDUCT</b>	<b>12</b>
10.1 Workload	13
10.2 Attendance	13
10.3 General Conduct and Behaviour	13
10.4 Health and Safety	13
10.5 Keeping Informed	13
<b>11 SPECIAL CONSIDERATION</b>	<b>13</b>
<b>12 STUDENT RESOURCES AND SUPPORT</b>	<b>15</b>

## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Henry Yip  
 Room: BUS347, Business School Bldg  
 Phone No: 9385 5870  
 Email: [h.yip@unsw.edu.au](mailto:h.yip@unsw.edu.au)  
 Consultation Times: Wed 11:00 to 13:00

Tutor: A full list of tutors will be posted on Course Website.

For email communication, students must use UNSW zmail and include their UNSW student ID number in the message. Best to tell us the course to which the enquiry is related (i.e., FINS3641) as staff may teach more than one course.

### 2 COURSE DETAILS

#### 2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12): The Time and Location are:  
 Wednesday 9:00 to 11:00, CLB 8

Tutorials start in Week 2 (to Week 13). A full list of tutorials can be found on:  
<http://www.timetable.unsw.edu.au/current/FINS3641.html>

#### 2.2 Units of Credit

The course is worth 6 units of credit.

#### 2.3 Summary of Course

FINS3641 explores techniques, models and industry practices in equity analysis and valuation. Both quantitative and fundamental analyses are covered to illustrate the work and research behind the trade recommendation reports prepared by financial analysts.

#### 2.4 Course Aims and Relationship to Other Courses

This course aims to equip students with working knowledge and hands-on experience in equity analysis and valuation. It helps prepare students for a career in brokerage, security analysis and fund management. Students who are keen to participate in the CFA Institute Research Challenge (a UNSW recognised co-curricular activity since 2015) will find this course useful.

The pre-requisite for the course is FINS2624 Portfolio Management. Students are also expected to be familiar with financial statement analysis and reporting. The course complements other fund management courses such as FINS3640 Investment Management Modelling and FINS3623 Venture Capital, and corporate finance courses such as FINS3625 Applied Corporate Finance.

#### 2.5 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 undergraduate students in the Business School.

Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Undergraduate 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):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Identify and apply economic, accounting and finance knowledge to collect data and information about the economy, financial markets and any listed companies, and utilise the collection for equity analysis and valuation.	<ul style="list-style-type: none"> <li>• Tutorial</li> <li>• In-class test</li> <li>• Exam</li> </ul>
2	Critical thinking and problem solving	<p>Conduct financial analysis to evaluate the profitability, investment decisions, competitiveness, financial structure of any listed companies.</p> <p>Arrive at the fair value of a listed company and make a trade recommendation on the company, well-supported by analysis and research.</p> <p>Consider and evaluate differing inputs and alternative equity valuation models, and acknowledge limitations of own valuation and trade recommendation.</p>	<ul style="list-style-type: none"> <li>• Tutorial</li> <li>• In-class test</li> <li>• Exam</li> </ul>
3a	Written communication	Construct written work on equity valuation and analysis which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• Tutorial</li> <li>• In-class test</li> <li>• Exam</li> </ul>
3b	Oral communication	Communicate equity analysis and valuation in a succinct and clear manner.	Tutorial
4	Teamwork	Work collaboratively to prepare for homework, present own work and evaluate peer's work, and develop own solutions.	Peer evaluation of teamwork
5a.	Ethical, social and environmental responsibility	Not specifically addressed in this course.	n/a
5b.	Social and cultural awareness	Not specifically addressed in this course.	n/a

### 3 LEARNING AND TEACHING ACTIVITIES

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

The philosophy underpinning this course is best summarised by the following list of guidelines extracted from Guidelines on Learning that inform teaching at UNSW:

<https://teaching.unsw.edu.au/guidelines>.

1. Effective learning is supported when students are actively engaged in the learning process.
6. Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.
10. Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning.
15. Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.
16. Meaningful and timely feedback to students improves learning.

#### 3.2 Learning Activities and Teaching Strategies

Students learn the art of equity valuation by attending classes, studying the textbooks, reading the resources posted on Moodle, and attempting homework.

We use the lectures to introduce, discuss and illustrate disciplinary knowledge; and the tutorials to facilitate teamwork, promote communication, encourage timely revision and provide timely feedback. While teamwork and communication skills are valued highly in any profession, timely revision and feedback should help students lower their stress level, improve overall results, stimulate reflection and improve understanding.

The ultimate aim is to help students build a supportive network to

- Revise, apply and assimilate disciplinary knowledge;
- Develop and practise teamwork and communication skills;
- Come to tutorials fully prepared and relaxed; and
- Gain confidence in class participation and developing own solutions.

### 4 ASSESSMENT

The assessment tasks and grading guidelines for this course are guided by UNSW Assessment Policy (Version 4.0), Assessment Implementation Procedure (Version 1.0) and Undergraduate Coursework Program Learning Goals, Outcomes & Rubrics (Mar 2015).

#### 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

Assessment Task	Weighting	Length	Due Date
Tutorial	25%	n/a	Refer to tutorial submission procedure
In-class test	25%	90 mins	8:45 am, Wed, 5 April
Final exam	50%	2 hours	University Exam Period

#### Tutorial

**Organisation:** Tutorials start in Week 2 to Week 13. There are no tutorials in week 6 so students can concentrate on the in-class test. The tutor will start to take attendance no later than 5 minutes past the hour and conclude no later than 5 minutes before the hour.

**Homework:** The questions are written on the last page of each and every set of lecture notes. There is not any homework for the first and last tutorials.

**Format:** Allocation of Weekly Tutorial Activities:

Week	Tutorial Topic	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Wk 2	Introduction	-	-	-	-	-	-
Wk 3	Cost & value of equity	Present Q1	Present Q2	Present Q3	Present Q4	Present Q5	Present Q6
Wk 4	Cost & value of debt	Present homework	Offer peer feedback	-	-	-	-
Wk 5	DDM	-	Present homework	Offer peer feedback	-	-	-
Wk 7	Measuring FCFE & FCFF	-	-	Present homework	Offer peer feedback	-	-
Wk 8	FCFE & FCFF valuation	-	-	-	Present homework	Offer peer feedback	-
Wk 9	Res Income valuation	-	-	-	-	Present homework	Offer peer feedback
Wk 10	Financial analysis	Offer peer feedback	-	-	-	-	Present homework
Wk 11	Price multiples	Present Q1	Present Q2	Present Q3	Present Q4	Present Q5	Present Q6
Wk 12	EV multiples	Present Q1	Present Q2	Present Q3	Offer peer feedback Q1	Offer peer feedback Q2	Offer peer feedback Q3
Wk 13	Conclusion	-	-	-	-	-	-

**Week 2** - The tutor will help students organise themselves into six teams of three to five members. If you are absent, the tutor will randomly allocate you to a team. Students are expected to stay in the same team for the entire semester and work collaboratively with their team members to fulfil all the tutorial tasks that lie ahead. Besides team formation, the tutor may conduct a few surveys and activities to get to know the students.

**Weeks 3 to 5 and Weeks 7 to 12** – Students come to class fully prepared and as a team to:

- present homework;
- offer peer feedback to the presenting team; and
- listen to the presentation and feedback provided by their peers.

Pay active attention to the presentation and feedback. Use it to complement, evaluate, improve and assure own solution. Do not ask staff for model solutions as there are none available. If you are not clear of the right approach to the questions after the presentation and feedback, you should seek clarification on the spot, or consult your team members, fellow classmates from another team or the tutor as soon as practical.

In weeks 3 and 11, there are six questions each on a topic from the previous lecture. Each team has no more than five minutes to present a different question. For example, Team 1 has no more than 5 minutes to *present* their answer to Q1. The tutor will spend the remaining time on guidance and feedback, and taking questions from the floor.

In weeks 4 to 5 and weeks 7 to 10, one team is given the full responsibility to *present* their answers to all the questions in no more than 25 minutes. A second team is assigned to offer *peer feedback* to the presenting team in no more than 10 minutes. The tutor will spend the remaining time on guidance and feedback, and taking questions from the floor.

In week 12, there are three questions on a topic from the previous lecture. Three teams are given the role to present a different question, and the remaining teams are given the role to offer peer feedback. Each team has no more than 5 minutes to fulfil their role. The tutor will spend the remaining time on guidance and feedback, and taking questions from the floor.

**Week 13** – No homework is assigned to this week. The tutor will give a summary of the tutorial program.

**Submission Procedure:** DO NOT test the submission process of Moodle Turnitin and Moodle Assignment for any reason.

*Written answers to Homework for Weeks 3 to 5 and Weeks 7 to 11* – This assignment is applicable to all teams.

- For week 3 and week 11, teams are required to submit their written answer to the one only question as listed in the *Allocation of Weekly Tutorial Activities* table.
- For weeks 4 to 5 and weeks 7 to 10, teams must submit their written answers to all the questions.
- Nominate one only member to *submit* on behalf of the entire team a softcopy of written answers to **Moodle Turnitin** before **3 pm, Tuesday of the respective week**.
- For each piece of homework, every team is allowed ONE only submission of a single Microsoft Word® file (.doc/.docx) which must include the assignment cover sheet and with a minimum font size of 11 point Arial.

*Oral presentation of Homework for Weeks 3 to 5 and Weeks 7 to 11* - The assignment is applicable only when your team is assigned to *present* a question or all the questions.

- Nominate one only team member to submit on behalf of the entire team a softcopy of slides to **Moodle Assignment** before **3 pm, Tuesday of the respective week**.
- For each set of slides, every team is allowed ONE only submission of a single Adobe® PDF or Microsoft PowerPoint® (.pptx, .ppt, .ppsx, and .pps). Students are free to compose their slides and make them visually effective. The assignment cover sheet is optional.

Teams are not required to submit and put their peer feedback in writing. When your team is assigned to offer *peer feedback* to the presenting team, the feedback is given orally on the spot. No submission is required for homework assigned to week 12.

**Rules, Policies and Penalty:** On attendance, students may miss up to two classes. A one mark penalty is strictly imposed per subsequent class missed irrespective of the reasons. Students are not required to give an explanation or provide evidence to support their absence in any class. Students are deemed to be absent if they repeatedly arrive sometime after 10 minutes past the hour or leave before the conclusion of the tutorial.

On submission of written answers and presentation slides, late online submission of any piece of work WILL attract a penalty of 1 full mark every 24 hours to every member of the team until the item is received. No excuse will be accepted for late submission.



Staff will not accept any request for resubmission of written answers and presentation slides. Your team's first submission is considered as final.

**Allocation of tutorial marks:** The maximum mark a team may earn from tutorial is 25. The overall mark of 25 (or weighting of 25%) is made up of 15 marks allocated to written answers (to Homework for Weeks 3 to 5 and Weeks 7 to 11), and 5 marks each to oral presentations and peer feedback that are delivered in class.

**Peer Evaluation of Teamwork** towards participation and contribution to tutorial: To recognise uneven contribution to teamwork (towards preparation for written answers to homework, presentation slides, oral presentations and peer feedback) and to encourage team members to honour their agreed tasks seriously and professionally, we use peer evaluation of teamwork to permit students to rate the contribution of their team members. The outcome of this peer evaluation is a class of individual student ratings that range from 0 to 1. We will use the individual student ratings to adjust the group mark and award individual marks accordingly. This means members from the same team may receive a lower or the same mark as the group mark.

We will release the peer evaluation tool in Week 12. All students must complete the peer evaluation of teamwork by 5 pm, Friday in Week 13. Failure to complete the peer evaluation before the due date will attract a penalty of 5 full marks.

**Guidance on oral presentation:** The guidance below is useful to not just the presenting team, but also the team assigned to offer peer feedback. When you give peer feedback, be constructive - Identify areas (namely, knowledge of the audience, professionalism and usage of tools and technologies) that the presenting team has done well and congratulate them on their achievements. Be Kind - offer suggestions on things that the presenting team may do or avoid to improve the presentation further.

First and foremost, you have to know the audience and what matters most to them. In the case of homework, the audience just want to see how you solve the problem. Hence

- Be *precise* and focus on answering the question. Don't over interpret the question and keep talking beyond what is asked.
- Be *concise* and do not waste the audience time by stretching the answer.
- Walks the audience through and help them understand the approach with a flow of ideas, data, information and/or arguments that are *well structured, logical and persuasive*.

Secondly, you have to show professionalism.

- Be *enthusiastic*. Don't speak in a monotone, and with dull facial expressions. No one wants to hear a half-hearted presentation. You will lose the audience in no time as the audience can't care more of your disinterest and lack of excitement.
- *Speak expressively*. Engage the audience with your passion.
- *Stay out of the podium* and walk towards the audience occasionally. The audience will sense your approachability and applause your willingness to connect with them.
- Have *good mannerisms*. Don't pace back and forth. The audience will perceive this gesture as a sign of nervousness and poor preparation. Don't hide your hands in the pocket or behind the back. The audience will perceive this gesture as a sign of suspicion and insincerity.



- *Maintain eye contact.* Make a sustained and meaningful eye contact with everyone around the room to convey your care, sincerity and interest in their reaction. If you read intrusively or recite from memory, you will not be able to look people in the eye. Losing eye contact means losing the audience

Lastly, use tools and technologies effectively.

- *Show care* in your preparation for the slides. Do a proof-read and run a spelling and grammar check. The time spent may save you from an embarrassing moment and avoidable perception of carelessness.
- *Keep the content of the slides neat and sharp.* Never clutter the slides with paragraphs of sentences. The audience are not here to study the slides. They are not here to watch you reading the paragraphs either. They are here to learn how you draw upon the underlying concepts and theories to guide your collection of data and information, and integrate the collection for the purpose of solving the problems

The tutor will be using the same guidance to award marks for oral presentations and peer feedback.

### **Guidance on written answers to homework (equally applicable to tests and exams):**

The guidance below applies when your team is preparing for written answers to homework. The tutor will be using the same guidance to award marks for written answers (to Homework for Weeks 3 to 5 and Weeks 7 to 11).

- Accurately identify and apply relevant disciplinary knowledge to indicate your understanding of the question.
- Express arguments and information clearly, precisely and concisely with accurate grammar that are intended to illustrate the thought process required by the question.
- Identify and present all arguments and information logically and convincingly with no repetitive or irrelevant material, and structure text coherently and effectively to promote understanding and support conclusions and solutions.

### **In-class test and final exam**

**Organisation:** The in-class test will be held in Week 6 on Wednesday, 5 April during usual class time. Students will sit the test in the usual classroom OR NSW Global Theatre. We will post the seating arrangement on Moodle no later than the last working day of Week 5. The final exam is centrally organised and held during University exam period.

**Syllabus:** To prepare for the in-class test, study the lectures from Week 1 (excluding coverage of the course outline) to Week 4 and corresponding homework. To prepare for the final exam, study the lectures in Week 5, Week 7 to Week 12, and corresponding homework.

**Format:** The in-class test and exam are both closed-book. Students must bring their own equipment including pencil, pen, eraser and UNSW approved calculator to the venue.

We use multiple-choice and short-answer questions to assess knowledge, critical thinking and written communication. The test and exam questions are guided by the materials we teach in class that explain the process and alternative approaches to equity analysis and valuation.

**Rules, Policies and Penalty:** Students must observe and are deemed to be fully aware of the UNSW Exam Rules and Policy in all tests and exams. They must bring and use only calculators that are in the list of UNSW approved calculators. See below for the relevant web pages.

<https://student.unsw.edu.au/exam-approved-calculators-and-computers>

<https://student.unsw.edu.au/exam-rules>

The following are some of the possible penalties applicable to misconduct (e.g., failure to observe exam rules and policy; and bringing in or using unauthorised materials) in a formal test and examination: formal reprimand, reduction in marks, failure in the course, conditions placed on enrolment, and suspension or exclusion from UNSW.

#### **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.

## **5 COURSE RESOURCES**

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

The prescribed textbook for this course is:

- Pinto, J.E., E. Henry, T.R. Robinson and J.D. Stowe, *Equity Asset Valuation*, CFA Investment Institute Series, 3<sup>rd</sup> edition, John Wiley & Sons (ISBN 978-1-119-10426-1)

The following textbooks are highly recommended:

- Damodaran, Aswath, 2012, *Investment Valuation* (University Edition), 3<sup>rd</sup> edition, John Wiley & Sons (ISBN 978-1-118-13073-5)
- Koller, T., M. Goedhart and D. Wessels, *Valuation – Measuring and Managing the Value of Companies* (University Edition), 5<sup>th</sup> edition, McKinsey & Company (ISBN 978-0-470-42470-4)
- Lundholm, R. and R. Sloan, *Equity Valuation and Analysis with eVal*, 3<sup>rd</sup> edition, McGraw-Hill Irwin (ISBN 978-0-07-352689-8)

## **6 COURSE EVALUATION AND DEVELOPMENT**

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses.

The current format, structure and organisation are due in part to my experience with past students, participation in the CFA Institute Research Challenge and reflection on equity analysis and valuation.

## 7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lecture Topic	References	Tutorial Topic / Activities
Week 1 27 Feb	Introduction	Lundholm & Sloan Ch 1	<b>NO TUTORIALS</b>
Week 2 6 March	Cost and value of equity	Damodaran Ch 7 & 8	<ul style="list-style-type: none"> <li>• Meet and greet</li> <li>• Team formation</li> <li>• Learn the organisation of tutorial</li> <li>• Know the students</li> </ul>
Week 3 13 March	<ul style="list-style-type: none"> <li>• Cost and value of debt</li> <li>• Cost of capital</li> </ul>	Damodaran Ch 7 & 8	Student teams take turn to present homework and offer peer feedback to one another. The topic for this week's tutorial is <u>the cost and value of equity</u> .
Week 4 20 March	Discounted dividend model (DDM)	Pinto <i>et al.</i> Ch 5	... <u>the cost and value of debt</u> .
Week 5 27 March	Free cash flow measurement	Pinto <i>et al.</i> Ch 6	... <u>the discounted dividend model</u> .
Week 6 03 April	In-class test	n/a	<b>NO TUTORIALS</b>
Week 7 10 April	Free cash flow valuation	Pinto <i>et al.</i> Ch 6	... <u>measuring free cash flows to equity and the firm</u> .
Mid-semester break: Friday 14 – Saturday 22 April inclusive			
Week 8 24 April	Residual income valuation	<ul style="list-style-type: none"> <li>• Pinto <i>et al.</i> Ch 8</li> <li>• Lundholm &amp; Sloan Ch 10</li> </ul>	... <u>the FCFE and FCFF valuation models</u> .
Week 9 1 May	Financial analysis	Koller <i>et al.</i> Ch 4, 7 and 8	... <u>residual income valuation</u> .
Week 10 8 May	<ul style="list-style-type: none"> <li>• Introduction to market-based valuation</li> <li>• Price multiples</li> </ul>	Pinto <i>et al.</i> Ch 7	... <u>financial analysis</u> .
Week 11 15 May	Enterprise value multiples	Pinto <i>et al.</i> Ch 7	... <u>price multiples</u> .
Week 12 22 May	Conclusion	n/a	... <u>price and enterprise value multiples</u> .
Week 13 29 May	<b>NO LECTURES</b>		Conclusion

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

### 8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

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

<b>Business Undergraduate Program Learning Goals and Outcomes</b>	
<b>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</b> You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.	
<b>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</b> You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.	
<b>3. Communication: Our graduates will be effective professional communicators.</b> You should be able to: <ul style="list-style-type: none"> <li>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</li> <li>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</li> </ul>	
<b>4. Teamwork: Our graduates will be effective team participants.</b> You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.	
<b>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</b> You will be able to: <ul style="list-style-type: none"> <li>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</li> <li>b. Identify social and cultural implications of business situations.</li> </ul>	

### Business Postgraduate Coursework Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.**

You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

**2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.**

You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

**3. Communication: Our graduates will be effective communicators in professional contexts.**

You should be able to:

- a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
- b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

**4. Teamwork: Our graduates will be effective team participants.**

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

**5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Consider social and cultural implications of business and /or management practice.

## 9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>.

To see if you understand plagiarism, do this short quiz:

<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Students>Learning support>Resources>Referencing and plagiarism).

## 10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

## 10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

## 10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>

## 10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

## 10.4 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/>.

## 10.5 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.

# 11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

### General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. **For more information, please study carefully in**



**advance the instructions and conditions at:**

**<https://student.unsw.edu.au/special-consideration>**

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions are made by lecturers-in-charge for all other assessment items aside from the final exam, **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

### **Business School Protocol on requests for Special Consideration for Final Exams:**

The Business School Faculty panel will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance and attempted all other assessment items and meeting the obligation to have **attended 80% of tutorials**.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

### **Special Consideration and the Final Exam in undergraduate and postgraduate courses:**

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2017 are:

**Wednesday 12 July 2017**     School of Banking and Finance, Management, Risk and Actuarial Studies



If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:  
<http://www.business.unsw.edu.au/suppexamprotocol>

### **Special Consideration and assessments other than the Final Exam in undergraduate and postgraduate courses:**

Special considerations in assessments other than for final exams, e.g. mid-semester exams, projects, **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration) The LIC will review and decide the outcome deciding how to grant extensions and special consideration and update your application with the arrangements of the Supplementary assessment. For mid-session exams and quiz's they will be scheduled approximately 7 working days after the original assessment, which will be required to make yourself available.

## **12 STUDENT RESOURCES AND SUPPORT**

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

- **Business School Education Development Unit (EDU)**  
<https://www.business.unsw.edu.au/students/resources/learning-support>  
 The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au).
- **Business Student Centre**  
<https://www.business.unsw.edu.au/students/resources/student-centre>  
 Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**  
 For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); Phone: 9385 1333.
- **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>
- **IT Service Centre:**  
<https://www.it.unsw.edu.au/students/index.html>

Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.

- **UNSW Counselling and Psychological Services**

<https://student.unsw.edu.au/wellbeing>

Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: [counselling@unsw.edu.au](mailto:counselling@unsw.edu.au)

- **Disability Support Services**

<https://student.unsw.edu.au/disability>

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](mailto:disabilities@unsw.edu.au)