

# **FINS3655 BEHAVIOURAL FINANCE**

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

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

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## PART A: COURSE-SPECIFIC INFORMATION

### 1. STAFF CONTACT DETAILS

Position	Name	Email	Room	Phone
Lecturer-in-charge	Filippo Massari	f.massari@unsw.edu.au	Quad 2121	93855754

How to ask questions about the course, and/or discuss private matters?

**At the end of each lecture:** please feel free to come and chat with me at the end of each course.

**In the discussion forums in Moodle:** if you have questions regarding the course, you should always ask them first in the discussion forums in Moodle. This way, every student will benefit from both the question and its answer, and the amount of information available to everyone will be greatly improved. I will personally reply to questions at least once every 24h during the week, as well as at least once during the weekends. Each student is also strongly encouraged to reply to others' questions and discuss any replies made

**During office hours:** office hours will be held each Tuesday from 10am to 12am. If you plan to come, send me an email first to schedule an appointment, not later than the day before. This way, each student will benefit from one-to-one time without waiting in front of the office. Office hours should be used only if you need to discuss either 1) private matters or personal requests that require a face-to-face discussion 2) course-related questions that you feel have not been adequately replied to through the discussion forums.

**By email:** please feel free to contact me by email at any time with any question that cannot be posted in the discussion forums (such as private requests or personal matters).

### 2. COURSE DETAILS

#### 2.1. Teaching Times and Locations

Lectures start in Week 1(to Week 12): The Time and Location are:

Thu 9:00- 12:00 Webster Theatre A

Old Main Building 229

Tutorials start in Week 2 (to Week 13).

#### 2.2. Units of Credit

The course is worth 6 units of credit.

#### 2.3. Summary of Course

In this course, we will examine how people make predictable and repeatable mistakes in financial decision-making. We will describe the nature of these mistakes and their origin, using

insights from psychology, neurosciences, and experimental economics, on how the human mind works.

Special attention will be devote to the problem of learning in both simple and complex environments.

Before each lecture, you are expected to familiarize yourself with the material corresponding to the lecture. This material is available on Moodle, in advance of the class itself.

Before each lecture, you are expected to familiarize yourself with the material corresponding to the lecture. This material is available on Moodle, in advance of the class itself.

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

This course is an elective course in finance. It introduces cognitive biases and discusses the impact of these on financial decision-making as introduced in other courses. As such, this course is intended to complement other finance courses. In particular, FINS1613 Business Finance is a prerequisite for this course.

## **2.5. Student Learning Outcomes**

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

1. Understand the rationale behind individual decision making
2. Explain the differences between existing normative and the positive decision theories
3. Analyse data to either support or refute on a logical way the model we discuss in class

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 coursework 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').

## Business Undergraduate Program Learning Goals and Outcomes

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

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

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**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 the ethical, social, cultural and environmental implications of business practice.**

You should be able to:

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

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 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	<p>Understand how cognitive biases predictably and consistently affect our decisions, and how our intuitions on how the mind works are faulty.</p> <p>Understand how these biases affect the decisions of finance practitioners.</p> <p>Understand experimental methods in cognitive sciences.</p>	<input type="checkbox"/> Participation: in-class and forums <input type="checkbox"/> Group presentation <input type="checkbox"/> Case-study tutorial  <input type="checkbox"/> Mid-term and final exams <input type="checkbox"/> Final Oral Exam

2	Critical thinking and problem solving	<p>Apply this understanding to traditional models and techniques as taught in other courses.</p> <p>Apply this understanding to help promote more efficient financial decisions for different categories of actors (e.g., individual investors, professional traders).</p>	<input type="checkbox"/> Forum posts (in the context of open discussions) <input type="checkbox"/> Forum posts (in the context of organized “forum contests”/debates)
3a	Written communication	Write in an accurate, concise and logical style	<input type="checkbox"/> Forum posts <input type="checkbox"/> Experimental report <input type="checkbox"/> Problem sets
3b	Oral communication	Explain new concepts to fellow students, bring new ideas and convince the audience of their relevance, produce remarkable oral presentations	<input type="checkbox"/> Oral team presentations in front of other students <input type="checkbox"/> Final Oral exam
4	Teamwork	<p>Prepare a group discussion in collaboration and teamwork.</p> <p>Interact in a constructive way with fellow students during in-class debates.</p>	<input type="checkbox"/> Group presentations <input type="checkbox"/> Case-study tutorial <input type="checkbox"/> In-class brainstorming sessions under lecturer’s guidance <input type="checkbox"/> Forum interactions between students
5a.	Ethical, environmental and sustainability responsibility	Analyze the root cause of corporate malfeasance and suggest institutional innovations to improve modern business environments.	Part of tutorial participation mark for last lecture in-class debate
5b.	Social and cultural awareness	Use knowledge learnt from this course to share with others novel insights on fundamental social questions such as: Why do some people gamble? Why do the elderly take excessive risks? Why do people save too little?	<input type="checkbox"/> Forum posts (in the context of open discussions) <input type="checkbox"/> Forum posts (in the context of organized “forum <input type="checkbox"/> In-class tutorial discussions

### 3. LEARNING AND TEACHING ACTIVITIES

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

The goal is to ensure that this course will be relevant and meaningful to you in class and after you graduate. To help achieve this objective I have a number of teaching aims:

- Create a climate of commitment, responsibility and ongoing feedback between students and lecturer regarding the content, teaching strategies, learning experiences and outcomes.
- Cater for a variety of learning preferences and abilities by providing a wide range of learning activities, formats and methodological approaches: I will punctuate my lectures with discussions, will use lecture notes, papers, and movies to communicate the material of the lectures. Also, the approach of the course will be both theoretical and experimental.
- Develop independent learning skills, and create an environment that provides structure and guidance, while encouraging students to extend their learning. For example, one required reading will be clearly specified each week on the reading list. Alongside this required reading, students will have the opportunity to flesh out the topics discussed during the lecture, through supplemental readings indicated in the reading list.
- Develop skills in collaboration and teamwork, which is directly relevant to the skills required of a finance professional.

This course is thus designed both for students aiming to pursue research in finance, and for students planning to join the industry after graduation.

#### 3.2. Learning Activities and Teaching Strategies

High levels of interaction and preparation are required for this class and are intended to provide the necessary foundation for success in the workplace. Writing and communication skills are essential; so are organizational skills and a strong sense of responsibility.

### 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

Assessment Task	Weighting	Learning Outcomes assessed	Graduate Attributes assessed	Length	Due Date
Class preparation, participation	5% of final grade	1,2,3,4,5,6,7	1,2,3,4,5	Min 4 hours weekly (on average)	During week 5
Mid-Term exam	30% of final grade	1,2,3,4,5	1,2,3,4	1.5 hours	During Week 6
Group presentation	25% of final grade	1,2,3,4,5,6,7	1,2,3,4,5	25 minutes	As assigned
Final oral exam	40% of final grade	1,2,3,4	1,2,3,4	12 min per student	During the UNSW Final Exam Week (Date to be scheduled centrally)
Bonus points for not compulsory work and forum discussion	Up to 5 extra points				

## 4.3 Assessment Format:

### 4.3.1 Class preparation and participation

Class preparation primarily consists of studying the material posted on the course website before each lecture. This weekly material includes lecture notes, journal articles and, occasionally, short documentary movies.



Class participation is highly important in this course. Students will be solicited for their critical thinking in a number of ways. E.g., they will be expected to actively participate in all in-class discussions (related to case studies, experimental results, course concepts, applications of behavioural finance in the industry, etc.). Also, students will regularly have the opportunity to answer questions I'll be asking during the lectures about topics of the 'mandatory article', which has to be read each week as part of class preparation.

An important component of class participation is to post high-quality posts in the discussion forums. Participation in the forums is easy since you can contribute whenever you want, not just during the course's three hours. You should feel free to use the forums in any way you like. Some examples could be:

- Ask questions about the course materials and concepts, both before or after a lecture: ask clarifications about a reading assignment to ensure you understand it before the course, ask follow-up questions about concepts seen in the classroom, ask additional reading material on a specific subject, etc.
- Reply to the questions asked by your fellow students: offer your explanation about a reading; offer your understanding about a concept seen in the classroom, etc.
- Discuss readings or concepts: you should feel free to offer your reflection on a reading or a concept if you would like to discuss about it with the rest of the students. These discussions will enrich everyone's understanding of the subjects discussed.
- Provide feedback on the course: point out especially useful or not-so-useful materials, provide feedback on the course pace, provide feedback on the course website structure (what works well and not so well), etc.
- Participate in the 'forum contests' we'll be running (more on this below).
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**As a general rule, the forums should always be your first choice for questions and discussions outside of classes since:**

1. They allow all the students in the class to benefit from each question, answer, discussion (as opposed to having the same exchange by email, where only one student benefits from it)
2. They allow us to build a pool of knowledge that can be archived and reused
3. They allow you to demonstrate class participation on your own terms by allowing you to post 24/7 (as opposed to trying to participate during the short 3-hours classroom course)

#### **4.3.2 Group presentations**

You'll find in a subheader of Moodle named "*Pick-Your-Brain*" short opinion pieces (which I call 'pick-your-brains') coming from a variety of sources.

Small groups (4 or 5) will explain the main points of the piece and discuss them, in a 25-minutes oral presentation. All group members receive the same mark for the presentation. Groups will be formed before the forth class. By default groups are formed following the alphabetical order but if you want to be grouped with specific persons, you are allowed to request it by week 4 lecture and I'll try to accommodate such requests.

Group presentations won't start before Week 8 lecture. Once we have sufficiently progressed in the course (around Week 4), group members are expected to acquaint themselves with all the pick-your-brains available, and choose the pick-your-brain they want to discuss. Just send me an email signalling the group's interest in commenting one of the pick-your-brains. If more than multiple groups have requested the same pick-your-brain, I will randomly choose one group among those. In the absence of expression of interest about one pick-your-brain, I will randomly allocate one. It is in the groups' best interest to carefully consider the pick-your-brains that are available, to choose the one they feel like discussing.

#### **4.3.3 Opportunity to earn bonus points**

It will be possible to earn bonus points that will enter in the composition of the final grade by doing non-compulsory homework assignments. These bonus points will be added directly to your final grade for this course, so there is NO weighting for these bonus points, as they are added after your composite grade is defined. For example, if you achieve a composite grade of 75 (out of 100) for the course, and you have earned 2 bonus points during the course, then your final grade will be  $75+2=77$ . Bonus points are thus valuable and you should attempt to earn them.

#### **4.3.4 Advanced homework assignments**

These problem sets are optional and more advanced in difficulty than the assessments you will have to complete for the course. In particular, they require a good understanding of concepts seen in previous courses. Accordingly, they will be rewarded with bonus points.

I will post the problem sets on Blackboard. You will choose freely to return them by the deadline or not. There won't be any penalties for not completing these problem sets. They are purely optional and intended to reward students who want to demonstrate thorough understanding of concepts seen in class, without penalizing students who may have a less solid background.

#### **4.3.5 Final exam**

The final examination is going to be oral. It will be on the form of a discussion. Each student, prior to week 12, decides the main topic of the discussion. I will also ask one or two questions on topics that we discussed in class. The students are expected to be able to present the topic chosen and be able to sustain a brief discussion on it.

#### **4.3.6 Participation**

Participation will be assessed based on quantity and quality of both discussion comments and forum posts. Class participation is compulsory. In order to verify class participation I will ask for your signature at the beginning of each class.

#### **4.3.7 Group presentations**

Group presentations will be assessed based on both the content of the presentation and the speakers' communication skills. Note that it is impossible to disentangle the two aspects in an oral presentation: effective communication is key to transmit the content.

Regarding the content of the presentation, there are two key assessment criteria:

- i) Clear explanation of the main points of the pick-your-brain to the audience

Speakers should assume the other students know nothing at all about the topic; act like

teachers i.e., be rigorous, clear, and accurate

ii) Critical thinking about the piece

Being critical does not necessarily mean criticizing what is said. If you do agree with the authors, this is fine; in this case, try to demonstrate the relevance of the main points by giving concrete applications in real world finance. If you disagree, justify why you disagree.

Note that i) is the basis, so double-check your sound understanding of the article/podcast.

*Some tips related to the content of the presentations:*

- Beware of paraphrases: often crop up when i) is not satisfactory
- Beware of off-topic digressions: often crop up when ii) is not satisfactory

*Some tips to help you communicate more effectively:*

- Work hard on your slides: they should be clear, well structured, comprehensive, and (a major plus if you can) remarkable
- Rehearse your talk at least once before the actual presentation; check you meet the time constraint
- Don't speak too quickly; try to control the pace of your speech

One more thing I expect from *group* presentations is that students do coordinate i.e., you have to meet and make sure you work together. Bad coordination may lead to:

- Having repetition of the same idea in several parts of the presentation
- Having contradictory statements (one student says something and the fellow says the opposite)
- Having a talk that is poorly structured (because each group student does his/her own part without considering the overall quality of the presentation)

Bear in mind a group presentation should never be the addition of the parts done in isolation by the group members. You have to work in team.

#### **4.4 Assignment Submission Procedure**

Please note that the deadlines for all assignments depend on the pace of the course, which varies from a Semester to another. The deadlines indicated on the Course Schedule below are therefore tentative and may be updated on Blackboard in due time. It is the students' responsibility to carefully check these deadlines throughout the course.

#### **4.5 Late Submission**

You should not submit late unless you have a special acceptable reason. Any alleged reason needs to be backed up by an official certificate to be accepted as such; e.g., a car accident must be backed up by a police report.

Whatever the reason of a late submission, you'll have to submit to New South Central a request for special consideration due to illness or misadventure application (<https://my.unsw.edu.au/student/atoz/consideration.pdf>).

### 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

### Moodle course website

The course website on Moodle is the resources hub. All materials will be posted there and the discussion forums will be accessible on Moodle as well. Chat sessions will also be organized through Blackboard on an as-needed basis.

Students have to acquaint themselves with the material posted on Blackboard to prepare each lecture. In particular, they should systematically consult in the header *LECTURES* the subheader that corresponds to each week's lecture: Lecture1, Lecture 2, ..., Lecture12.

**Lecture**

### notes

I will provide lecture notes on the content of the class.

Given the interactive nature of the course, the lecture notes for a class won't be posted ahead of a class but the evening following the class. I know that not having lecture notes to study before the class is intimidating for some of you, but you should not worry about this point: you will have the mandatory article to read before each lecture, which is a good way to prepare the lecture.

Please note: The lecture notes are quite rich and should be studied each week after the class to prepare the mid-term and final exams effectively. When reviewing the lecture notes after a class, ask on the Forum any clarifying questions that you may have.

### Reading list

We will be reading straight from the original research papers and the books indicated on the reading list (in annex of this document –updated reading lists will be posted on the course website). I will discuss the content of most of the material in the reading list in class. This reading list may seem intimidating at first glance, but note that there will be only one reading that is mandatory before each course. The rest consists of supplemental readings, i.e., readings that are optional. Some of these supplementary readings are starred: I suggest that you at least read the abstract. So much of a paper is in the abstract (if the abstract is well written). Non-starred readings are for those possibly interested in doing research in behavioural finance at some point.

When reading a paper on your own, try to take away the key intuitions, don't dwell on details.

The mandatory articles will be available on Moodle (PDF format). The supplementary articles are available for download through the UNSW network by using the direct link provided; please ask me if you have any difficulty to access an article you would like to read.

## 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.

I am looking forward to your feedback, and a discussion forum will be specifically dedicated to receiving your feedback on the course. This way, you will be able to provide feedback continuously throughout the semester.

## 7. COURSE SCHEDULE

COURSE SCHEDULE				
Week	Lecture Topic	Tutorial Topic	References	Other Activities/ Assessment
Week 1 2 March	<b>Introduction</b> [What's Behavioural Finance?]	<i>NO TUTORIALS</i>	See Reading List	
Week 2 9 March	<b>Intro to Probability</b> [Review of probability theory]		See Reading List	
Week 3 16 March	<b>Individual behaviour: Decision theory</b> [The mathematic of gambling/ Decision theory and paradoxes]		See Reading List	
Week 4 23 March	<b>Individual behaviour: Prospect Theory</b> [Prospect theory]		See Reading List	
Week 5 30 March	<b>Individual behaviour: Prospect Theory</b> [Prospect theory]		See Reading List	
Week 6 06 April	<b>Mid-Term+</b> group formation		See Reading List	
Week 7 13 April	<b>Markets + presentations</b>		See Reading List	
	Mid-semester break: Friday 14 – Saturday 22 April inclusive			

Week 8 27 April	<b>Individual behaviour: cognitive biases</b>		See Reading List	
Week 9 4 May	<b>Markets + presentations</b>		See Reading List	
Week 10 11 May	<b>Markets + presentations</b>		See Reading List	
Week 11 18 May	<b>Markets + presentations</b>		See Reading List	
Week 12 25 May	<b>Markets + presentations</b>		See Reading List	
Week 13	<i>Oral exam</i>		See Reading List	

## **READING LIST**

This reading list collects some material I will refer to. It is currently incomplete; other readings will be added during the semester. You are not expected to read all of the material. The required reading for each class will be clearly indicated.

### **BOOKS:**

\* Kreps, David M. *Notes on the Theory of Choice*. Vol. 2. Boulder: Westview press, 1988.

Darrell, Huff, and Irving Geis. "How to lie with statistics." *Gollancz, London* (1954).

Thorpe, Edward O. "Beat the dealer." *New York: Vintage* (1966).

\* Binmore, Ken. *Rational decisions*. Princeton University Press, 2008.

\* Savage, Leonard. *The foundations of statistics*. DoverPublications. com, 1972.

Surowiecki, James. "The Wisdom of Crowds: Why the Many Are Smarter Than the Few and How Collective Wisdom Shapes Business." *Economies, Societies and Nations* (2004).

Taleb, Nassim Nicholas. *The Black Swan: The Impact of the Highly Improbable Fragility*. Random House Digital, Inc., 2010.

### **PAPERS:**

Ellsberg, Daniel. "Risk, ambiguity, and the Savage axioms." *The Quarterly Journal of Economics* (1961): 643-669.

Kahneman, Daniel, and Amos Tversky. "Prospect theory: An analysis of decision under risk." *Econometrica: Journal of the Econometric Society* (1979): 263-291.

Kahneman, Daniel, and Amos Tversky. "On the psychology of prediction." *Psychological review* 80.4 (1973): 237.

DellaVigna, Stefano. *Psychology and economics: Evidence from the field*. No. w13420. National Bureau of Economic Research, 2007.

N. Barberis, R. Thaler. "A survey of behavioural finance"

## **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 after 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.



### **Business Undergraduate Program Learning Goals and Outcomes**

**1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**

You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

**2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.**

You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

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

You should be able to:

- a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

**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 the ethical, social, cultural and environmental implications of business practice.**

You will be able to:

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

### **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/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business >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, as well as in online 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

#### 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 and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

#### Business School policy on requests for special consideration for Final Exams in undergraduate courses:

The lecturer-in-charge 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 would require at least 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 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. 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.**

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.

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.

The Business School's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:  
[www.business.unsw.edu.au/Students-Site/Documents/supplementary\\_exam\\_procedures.pdf](http://www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf).

### **Special consideration and assessments other than the Final exam:**

Applications must be addressed to the lecturer in charge.

## 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).
- **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)