



UNSW Business School Course Outline

MNGT5322 Venture Capital Finance - 2022 Term 1 (Session 3) 2022, Kensington

Study Level Postgraduate	Term Term 1	UOC 6	Location Term 1 (Session 3) 2022, Kensington	School AGSM
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1. Course Details

Summary of Course

This course seeks to help students understand what venture capital is, what venture capitalists do, the way venture capital organisations work and why/how they play such a significant role in the economy. This course will alternatively take the perspectives of the venture capitalist 'general partner', investor into the venture capital fund 'limited partner' and that of the entrepreneur.

Teaching Times and Locations

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the Class Timetable website for the most up-to-date teaching times and locations.

This course is scheduled to run in face-to-face mode. At the time of publishing this Course Outline, it is not known whether this will be possible, due to COVID-19 restrictions.

UNSW anticipates a fuller reactivation of campuses from the start of Term 1 2022, including a staged return of staff, research activity and on-campus events, subject to any public health orders in place.

While there is every intention to return to a greater balance of in-person learning in 2022, AGSM will continue to offer a variety of in-person and online modes. Further details on plans for 2022 will be communicated in due course.

<https://www.covid-19.unsw.edu.au/return-campus-roadmap>

[View course timetable](#)

Course Policies & Support

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, [policies and support](#) services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

[View course Policies and Support](#)

Course Aims and Relationship to Other Courses

Venture capital plays a critical role in shaping our economy and supporting innovation and economic growth. Yet very little is known and understood on how venture-capital firms operate.

This course is primarily geared towards students interested in corporate or entrepreneurial finance or entrepreneurship - specifically, students who wish to be working in venture capital or other private-equity organisations or alongside private equity and venture-capital investors, such as entrepreneurs, managers of firms financed by such investors, as investment bankers taking their firms public, or as fund managers investing in these funds.

The course essentially follows the 'venture capital cycle', focusing sequentially on the main financial and operational activities of venture capital: assessing opportunities, valuing ventures, negotiating and structuring investments, managing investments and exiting.

This course is an advanced corporate finance course and assumes a solid understanding of finance concepts.

The core Corporate Finance course or its equivalent is a prerequisite for studying this course.

2. Quality Assurance and Course Alignment

Quality Assurance

The program is aligned to a number of international standards, to ensure the courses you study are high quality. At present, this includes designing courses to:

- meet [Association to Advance Collegiate Schools of Business \(AACSB\)](#) accreditation standards, through the measurement of students program-level learning outcomes
- align with the [United Nations Principles for Responsible Management Education \(UNPRME\)](#)
- meet Australian educational and government governing body requirements, e.g. the [Australian Qualifications Framework \(AQF\)](#) and [Tertiary Education Quality and Standards Agency \(TEQSA\)](#) standards
- [European Quality Improvement System \(EQUIS\)](#) accreditation is also held by UNSW Business School.

Student Learning Outcomes

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
Illustrate the key differences between the private and public financial markets	PLO 1: Business knowledge	Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Describe the responsibilities of directors of private companies, in particular in a private equity/venture capital context		Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Understand how issues of culture and social mores affect negotiation in a private equity/venture capital context		Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Apply the appropriate valuation method		Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Explain the key determinants that drive the choice of IPO versus trade sale when exiting and in investment		Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Explain why venture capital and private equity play an important role in the "real" economy and financial markets	PLO 2: Problem solving	Assessment 1 : Class Participation Assessment 2 : Case Study - 'AudienceView' Assessment 3 : The Venture

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
		Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Determine which valuation method is most appropriate depending on the context of the valuation exercise, the nature of the opportunity and the stage of its development		Assessment 1 : Class Participation Assessment 2 : Case Study - 'AudienceView' Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Understand how venture capitalists and investors in general assess and manage risk		Assessment 1 : Class Participation Assessment 2 : Case Study - 'AudienceView' Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Negotiate an appropriate investment structure, both from an investor and investee perspective		Assessment 1 : Class Participation Assessment 2 : Case Study - 'AudienceView' Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Communicate ideas in a succinct and clear manner	PLO 3: Business communication	Assessment 1 : Class Participation Assessment 2 : Case Study - 'AudienceView' Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Construct written work that is logically and professionally presented		Assessment 1 : Class Participation Assessment 2 : Case Study - 'AudienceView' Assessment 3 : The Venture Capital Method - Valuation Problem Set Assessment 4 : Quizzes and Short Problems
Work collaboratively to complete a task or project	PLO 4: Teamwork	Assessment 2 : Case Study - 'AudienceView'
–	PLO 5: Responsible business practice	Not specifically addressed

Course Learning Outcomes	Program Learning Goals and Outcomes	Course Assessment Item
Understand how issues of culture and social mores affect negotiation in a private equity/venture capital context	PLO 6: Global and cultural competence	Taught and Practiced
–	PLO 7: Leadership development	Not specifically addressed

3. Staff Contact Details

Position	Name	Email	Location	Phone	Consultation Times
Facilitator	Stephane Chatonsky	Email	–	+61414748158	Consultation slots will be available on 2 March, 23 March and 17 April 2022 from 4.30 to 5.30pm. Please email Nicole at nicole.sciacca@invest.com.au to book a 10 minutes slot

Learning Activities and Teaching Strategies

We believe that what you get out of this course is eventually fairly correlated with what you put in. We also believe that true adult learning happens while doing; this is experiential learning.

Consequently, the class will evidence a mix of presentations, discussion, group and individual activities. Students should expect their viewpoints and experiences to be sought intensively during the class. In discussing topics in class, we place a high value on respect for one another's points of view. At the same time, there may be instances, in the interests of meeting course objectives in a timely manner, when we will be unable to solicit input from every student who has a viewpoint.

A few principles and beliefs underpin the design and delivery of this course:

- it is about understanding, not memory, as what is memorised is easily forgotten whereas what is understood is in our mind forever
- what is hard is finding the question; the answer on the other hand is often obvious
- the real world is uncertain; few things are black or white - a management and finance course should reflect that reality
- there is value in starting from first principles, not assuming anything.

Students bring important expectations to the class. You must expect to be prepared, enthusiastic, constructive and approachable. We all have our 'off days', but we will try to deliver on those expectations. Please contact the Facilitator if they are not 'matching' these expectations. Obviously, we will have more latitude for accommodation/reconciliation/adjustment if difficulties are addressed early in the course.

Course Structure

Module 1: Overview of the VC industry

In Week 3, Yale University Investment Case will be discussed as part of Module 1. Come ready to discuss the case in class. Case can be prepared with your study group.

Questions for the Yale University Investment Case – February 2015 (Session 3, 2 March 2022)

1. How has the Investment Office selected, compensated, and controlled private equity fund managers? What explains the differences between its strategy in private equity with that in other asset classes (e.g., real estate)?
2. How has the Investment Office decided when to make private equity investments? What explains the differences between the strategy in private equity with that in other asset classes (e.g., real estate)?
3. How has the Investment Office made international private equity investments? What explains the differences between the performance of its international and domestic private equity investments?

4. How is the private equity industry changing? How could Swensen's private equity strategy go wrong?
5. Should David Swensen shift his private equity strategy?

Module 2: Assessing investment opportunities

Module 3: Valuation in a VC Context

Module 4: Structuring the transaction and negotiating

Module 5: Portfolio management, value creation and exit

5. Assessment

Formal Requirements

Students are expected to attempt all assessment requirements, and must achieve a composite mark of at least 50% to pass the course. Students are also expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities.

Assessment Structure

Assessment	Task	Weighting (%)	Length	Due Date	Individual / Group
Assessment 1	Class Participation	15	–	Ongoing throughout the course	Individual
Assessment 2	Case Study - 'AudienceView'	20	10 pages (maximum) excluding appendices	Tuesday 22 March 2022 (Week 6) by 11.59pm Sydney time	Group
Assessment 3	The Venture Capital Method - Valuation Problem Set	25	–	Tuesday 26 April 2022 (Week 11) by 11.59pm Sydney time	Individual
Assessment 4	Quizzes and Short Problems	40	Details to follow in Moodle	Monday 21 February by 10am, Monday 7 March by 10am, Sunday 13 March by 10am, Monday 4 April by 10am, Tuesday 19 April by 10am & Monday 2 May 2022 by 10am (all Sydney time)	Individual

Assessment Feedback

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g.

participation) will be provided prior to the midpoint of the course.

Assessment Summary

Assessments are to be submitted via Turnitin or in the case of Quizzes and Short Problems directly in Moodle as per the dates given in the assessment schedule.

You should answer the questions using the models, theories and methodologies that are taught in the units that are being assessed. You should not base your answer only on 'common-sense' or your own experiences. Where appropriate, your answers should briefly explore multiple points of view. You should also briefly identify any flaws in your own analysis.

It is recommended that any written answers are concise and make use of bullet points, tables and simple charts where appropriate.

Do not waste time merely summarising the case or the question. A suggested solution for each assessment will be given out and discussed in class. We will attempt to return the graded assessments promptly.

Assignment Submission Procedure

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

Assessment length

What is **included** in the word count?

- Executive Summary (if required)
- All text, tables, figures, diagrams and charts contained in the body of the report (if required)

What is **excluded** from the word count?

- Reference list or bibliography
- Table of contents (if required)
- Appendices (note: these are for supporting material only and will not be included as part of the grading)

Note: any text that goes beyond the word count will not be read in grading the assessment.

Assessment format

Students are required to submit assessments in Word, in a format suited to a professional audience, with a Header or Footer containing your name and zID.

Headings

Heading 1 Font size: 14 point

Heading 2 Font size: 12 point

Text style: Bold

Body text

Font size: 12 point

Line spacing: Single, with an additional line space between paragraphs

Text style: Normal

Assessment file name

Please use the following file naming convention for each assessment:

z999999_surname_[XXXX1111]_22T1_Asst1

where:

- z999999 is your student ID
- surname is your family name
- XXXX1111 is the course code
- 22T1 is the term name (2022, Term 1)
- Asst1 is the Assessment number (Asst2 for Assessment 2)

Assessment submission

1. You must submit your assessments through your online classroom in Moodle. Email submission is not an acceptable submission format at UNSW.
2. Written-assessment submission in Moodle is performed via Turnitin, the similarity detection software used by UNSW students and teaching staff to detect plagiarism. You can access Turnitin submission resources under the 'Assessments' section in your online classroom in Moodle. More information about plagiarism can be found [here](https://student.unsw.edu.au/plagiarism) (https://student.unsw.edu.au/plagiarism)
3. You may submit multiple drafts prior to the submission due date. This enables you to review the Turnitin similarity report on your work and decide whether it complies with the guidelines regarding referencing and plagiarism before you submit your final version for marking. The first draft submitted will be analysed and returned quickly (within approximately 15 minutes). After three draft submissions, additional drafts will take 24 hours to process and return. Please note that draft assessments submitted in this way will be regarded as the final version at the due date if you have not uploaded a subsequent, finalised version (each file uploaded overwrites the previous version).
4. Submission of audio-visual assessments should be completed by uploading the final version of the assessment to a file sharing site (for example, OneDrive, Dropbox, SharePoint, YouTube, etc.) and then sharing a link to the appropriate submission location in your class Moodle page to enable your Facilitator to access and view/download the file.
5. Late submissions can be uploaded but will be marked as such and will be subject to late penalties of 5% of the assessment weighting for each day late. If for any reason you are unable to submit a late submission via Turnitin, please contact your Class Facilitator or AGSM Student Experience at once.
6. Extensions to assessment deadlines may be granted in exceptional circumstances. See information about UNSW's Special Consideration [here](https://student.unsw.edu.au/special-consideration) (https://student.unsw.edu.au/special-consideration)
7. Assessment tasks will normally be reviewed, and feedback provided, within 10 working days of submission.
8. Please keep a copy of your assessment.

Special Consideration

You must submit all assignments and attend all examinations scheduled for your course. You can apply for special consideration when illness or other circumstances beyond your control, interfere with your performance in a specific assessment task or tasks. Special Consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Please note the following:

- Applications will not be accepted by teaching staff. The lecturer-in-charge/course coordinator will be automatically notified when you lodge an online application for special consideration.
- Decisions and recommendations are only made by lecturers-in-charge/course coordinators (or by the Faculty Panel in the case of final exam special considerations), not by tutors.

- Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
- Special consideration requests do not allow the awarding of additional marks to students.

Further information on Business School policy and procedure can be found under 'Special Consideration' on the [Policies and Support](#) page.

6. Course Resources

7. Course Evaluation & Development

Continual Course Improvement

AGSM courses are reviewed each time they run, with updated course outlines and assessment tasks developed.

Additionally, the AGSM surveys students each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the program in general. This student feedback is considered during all course revisions.

Student Response

Key comments in regard to potential improvements:

1. Possibility to have pass/fail.
2. Some of the questions directed to the class were ambiguous.
3. Some of the readings are outdated.
4. Some assignment questions need more clarification.
5. Lots of readings.

Response to Student Feedback

1. It is not possible to have pass/fail assessments in a graded course.
2. I believe students should get used to ambiguity BUT I will try to clarify questions when I ask them during class.
3. Eliminating outdated readings except those which I believe are still very relevant/exceptionally good with no particular more recent equivalent.
4. Have added clarifications in the guidance provided.
5. Will limit the number of readings.

8. Course Schedule

Week	Activity	Topic	Detail/Engagement	Assessment Task
Week 1	Session 1	Course Introduction: Module 1: Overview of the VC industry	Readings as per Unit materials	Assessment 1 : Class Participation
Week 2	Session 2	Module 1: Private equity as an asset class	Readings as per Unit materials	Assessment 1 : Class Participation Assessment 4 : Quizzes and Short Problems
Week 3	Session 3	Module 1: Private equity as an asset class (continued)	Readings as per Unit materials Yale University Investment Case (Please read the case and prepare questions outlined in Course Structure)	Assessment 1 : Class Participation
Week 4	Session 4	Module 2: Assessing investment opportunities	Readings as per Unit materials For Assessment 2 'AudienceView' students will work on this assessment in their study group , which is due on Tuesday 22 March 2022 (Session 5, Week 6).	Assessment 1 : Class Participation Assessment 4 : Quizzes and Short Problems
Week 5	Global Network Week	–	–	–
Week 6	Session 5	Module 3: Valuation in a VC context	Readings as per Unit materials. Assessment 2 'AudienceView' is due in this Week on Tuesday 22 March 2022.	Assessment 2 : Case Study - 'AudienceView' Assessment 1 : Class Participation
Week 7	Session 6	Module 3: Valuation in a VC context (continued)	Readings as per Unit materials Assessment 3: The Venture Capital Method - Valuation Problem Set	Assessment 1 : Class Participation

Week	Activity	Topic	Detail/Engagement	Assessment Task
			Students will work on this assessment individually, which is due on Tuesday 26 April 2022 (Session 9, Week 11).	
Week 8	Session 7	Module 4: Structuring the transaction and negotiating	Readings as per Unit materials	Assessment 1 : Class Participation Assessment 4 : Quizzes and Short Problems
Week 9	Session 8	Module 4: Structuring the transaction and negotiating (continued)	–	Assessment 1 : Class Participation
Week 10	No class	–	–	Assessment 4 : Quizzes and Short Problems
Week 11	Sessions 9 and 10	Module 5: Portfolio management, value creation and exit (Session 9)	Session 10: Course Conclusion Readings as per Unit materials Assessment 3 is due	Assessment 1 : Class Participation Assessment 3 : The Venture Capital Method - Valuation Problem Set
Week 12	Last quiz of Assessment 4 is due	–	–	Assessment 4 : Quizzes and Short Problems

9. Policies and Support

Information about UNSW Business School protocols, University policies, student responsibilities and education quality and support.

Program Learning Outcomes

The Business School places knowledge and capabilities at the core of its curriculum via seven Program Learning Outcomes (PLOs). These PLOs are systematically embedded and developed across the duration of all coursework programs in the Business School.

PLOs embody the knowledge, skills and capabilities that are taught, practised and assessed within each Business School program. They articulate what you should know and be able to do upon successful completion of your degree.

Upon graduation, you should have a high level of specialised business knowledge and capacity for responsible business thinking, underpinned by ethical professional practice. You should be able to harness, manage and communicate business information effectively and work collaboratively with others. You should be an experienced problem-solver and critical thinker, with a global perspective, cultural competence and the potential for innovative leadership.

All UNSW programs and courses are designed to assess the attainment of program and/or course level learning outcomes, as required by the [UNSW Assessment Design Procedure](#). It is important that you become familiar with the Business School PLOs, as they constitute the framework which informs and shapes the components and assessments of the courses within your program of study.

PLO 1: Business knowledge

Students will make informed and effective selection and application of knowledge in a discipline or profession, in the contexts of local and global business.

PLO 2: Problem solving

Students will define and address business problems, and propose effective evidence-based solutions, through the application of rigorous analysis and critical thinking.

PLO 3: Business communication

Students will harness, manage and communicate business information effectively using multiple forms of communication across different channels.

PLO 4: Teamwork

Students will interact and collaborate effectively with others to achieve a common business purpose or fulfil a common business project, and reflect critically on the process and the outcomes.

PLO 5: Responsible business practice

Students will develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations.

PLO 6: Global and cultural competence

Students will be aware of business systems in the wider world and actively committed to recognise and respect the cultural norms, beliefs and values of others, and will apply this knowledge to interact, communicate and work effectively in diverse environments.

PLO 7: Leadership development

Students will develop the capacity to take initiative, encourage forward thinking and bring about

innovation, while effectively influencing others to achieve desired results.

These PLOs relate to undergraduate and postgraduate coursework programs. Separate PLOs for honours and postgraduate research programs are included under 'Related Documents'.

Business School [course outlines](#) provide detailed information for students on how the course learning outcomes, learning activities, and assessment/s contribute to the development of Program Learning Outcomes.

RELATED DOCUMENTS

- [Undergraduate Honours Program Learning Goals and Outcomes \(pdf\)](#)
- [Master of Philosophy Program Learning Goals and Outcomes \(pdf\)](#)
- [Doctor of Philosophy Program Learning Goals and Outcomes \(pdf\)](#)

UNSW Graduate Capabilities

The Business School PLOs also incorporate [UNSW graduate capabilities](#), a set of generic abilities and skills that all students are expected to achieve by graduation. These capabilities articulate the University's institutional values, as well as future employer expectations.

UNSW Graduate Capabilities	Business School PLOs
Scholars capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems.	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 4: Teamwork • PLO 7: Leadership development
Entrepreneurial leaders capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 4: Teamwork • PLO 6: Global and cultural competence • PLO 7: Leadership development
Professionals capable of ethical, self-directed practice and independent lifelong learning	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 5: Responsible business practice
Global citizens who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.	<ul style="list-style-type: none"> • PLO 1: Business knowledge • PLO 2: Problem solving • PLO 3: Business communication • PLO 4: Teamwork • PLO 5: Responsible business practice • PLO 6: Global and cultural competence

While our programs are designed to provide coverage of all PLOs and graduate capabilities, they also provide you with a great deal of choice and flexibility. The Business School strongly advises you to choose a range of courses that assist your development against the seven PLOs and four graduate capabilities, and to keep a record of your achievements as part of your portfolio. You can use a portfolio as evidence in employment applications as well as a reference for work or further study. For support with selecting your courses contact the UNSW Business School [Student Centre](#).

Academic Integrity and Plagiarism

Academic Integrity is honest and responsible scholarship. This form of ethical scholarship is highly valued at UNSW. Terms like Academic Integrity, misconduct, referencing, conventions, plagiarism, academic practices, citations and evidence based learning are all considered basic concepts that successful university students understand. Learning how to communicate original ideas, refer sources, work independently, and report results accurately and honestly are skills that you will be able to carry beyond your studies.

The definition of academic misconduct is broad. It covers practices such as cheating, copying and using another person's work without appropriate acknowledgement. Incidents of academic misconduct may have serious consequences for students.

Plagiarism

UNSW regards plagiarism as a form of academic misconduct. UNSW has very strict rules regarding plagiarism. Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. All Schools in the Business School have a Student Ethics Officer who will investigate incidents of plagiarism and may result in a student's name being placed on the Plagiarism and Student Misconduct Registers.

Below are examples of plagiarism including self-plagiarism: **Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement of authorship.

Inappropriate Paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes:

- Students providing their work to another student before the due date, or for the purpose of them plagiarising at any time
- Paying another person to perform an academic task and passing it off as your own
- Stealing or acquiring another person's academic work and copying it
- Offering to complete another person's work or seeking payment for completing academic work

Collusion should not be confused with academic collaboration (i.e., shared contribution towards a group task).

Inappropriate Citation: Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

Self-Plagiarism: 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

To see if you understand plagiarism, do this short quiz: <https://student.unsw.edu.au/plagiarism-quiz>

Cheating

The University also regards cheating as a form of academic misconduct. Cheating is knowingly

submitting the work of others as their own and includes **contract cheating** (work produced by an external agent or third party that is submitted under the pretences of being a student's original piece of work). Cheating is not acceptable at UNSW.

If you need to revise or clarify any terms associated with academic integrity you should explore the 'Working with Academic Integrity' self-paced lessons available at: <https://student.unsw.edu.au/aim>.

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>. For information on student conduct see: <https://student.unsw.edu.au/conduct>.

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/referencing>. If you are unsure what referencing style to use in this course, you should ask the lecturer in charge.

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 on the ['Managing your Program' website](#).

Workload

It is expected that you will spend at least **ten to twelve hours per week** studying for a course except for Summer Term courses which have a minimum weekly workload of **twenty to twenty four hours**. 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.

[View more information on expected workload](#)

Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. The Business School reserves the right to refuse final assessment to those students who attend less than 80% of scheduled classes where attendance and participation is required as part of the learning process (e.g., tutorials, flipped classroom sessions, seminars, labs, etc.).

[View more information on attendance](#)

General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class.

[View more information on student conduct](#)

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.

[View more information on Health and Safety](#)

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.

Student Support and Resources

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

[Business School EQS Consultation Program](#)

The Consultation Program offers academic writing, literacy and numeracy consultations, study skills, exam preparation for Business students. Services include workshops, online resources, individual and group consultations.

Level 1, Room 1035, Quadrangle Building.

[Email](#)

02 9385 4508

[Communication Resources](#)

The Business School Communication and Academic Support programs provide online modules, communication workshops and additional online resources to assist you in developing your academic writing.

[Business School Student Centre](#)

The Business School Student Centre provides advice and direction on all aspects of admission, enrolment and graduation.

Level 1, Room 1028 in the Quadrangle Building

02 9385 3189

[UNSW Learning & Careers Hub](#)

The UNSW Learning & Careers Hub provides academic skills and careers support services—including workshops, individual consultations and a range of online resources—for all UNSW students. See their website for details.

Lower Ground Floor, North Wing Chancellery Building.

[Email](#)

02 9385 2060

[Student Support Advisors](#)

Student Support Advisors work with all students to promote the development of skills needed to succeed at university, whilst also providing personal support throughout the process.

John Goodsell Building, Ground Floor.

[Email](#)

02 9385 4734

[International Student Support](#)

The International Student Experience Unit (ISEU) is the first point of contact for international students. ISEU staff are always here to help with personalised advice and information about all aspects of

university life and life in Australia.

[Advisors](#) can support you with your student visa, health and wellbeing, making friends, accommodation and academic performance.

[Email](#)

02 9385 4734

[Equitable Learning Services](#)

Equitable Learning Services (formerly Disability Support Services) is a free and confidential service that provides practical support to ensure that your health condition doesn't adversely affect your studies.

[Register with the service](#) to receive educational adjustments.

Ground Floor, John Goodsell Building.

[Email](#)

02 9385 4734

[UNSW Counselling and Psychological Services](#)

Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling.

Level 2, East Wing, Quadrangle Building.

[Email](#)

02 9385 5418

[Library services and facilities for students](#)

The UNSW Library offers a range of collections, services and facilities both on-campus and online.

Main Library, F21.

02 9385 2650

[Moodle eLearning Support](#)

Moodle is the University's learning management system. You should ensure that you log into Moodle regularly.

[Email](#)

02 9385 3331

[UNSW IT](#)

UNSW IT provides support and services for students such as password access, email services, wireless services and technical support.

UNSW Library Annexe (Ground floor).

02 9385 1333