



Australian School of Business

**Accounting**

Never Stand Still

Australian School of Business

# **ACCT 5942 CORPORATE ACCOUNTING AND REGULATION**

## **Course Outline Semester 1, 2014**

### **Part A: Course-Specific Information**

Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.

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## PART A: COURSE-SPECIFIC INFORMATION

### 1 STAFF CONTACT DETAILS

Position	Name	Email	Consultation times and location	Phone
Lecturer-in-charge	Dr. Sarah Kim	<a href="mailto:ACCT5942@unsw.edu.au">ACCT5942@unsw.edu.au</a>	Wednesday 10:00am-12:00pm Quad 3065	9385-5844
Co-lecturers	Dr Diane Mayorga		Thursday 2:00pm-4pm Quad 3070	9385-5814
	Ms Candice Tu		Tuesday 11:00am-1pm Quad 3109	9385-5907

Questions regarding course administration should be emailed to [ACCT5942@unsw.edu.au](mailto:ACCT5942@unsw.edu.au). This email is *not* to be used to address questions relating to course contents or assessments. When sending an email please ensure you identify yourself clearly using **both your student ID and your full name**. It is important that **any email communication is made from your University of New South Wales student account, not from another provider (i.e., Hotmail, Gmail, Yahoo, etc.)**. Emails from any other sources will not be answered to help protect the university email system from viruses. Any email inquiry that can be answered by reading the course outline Parts A or B may not receive a reply email.

Questions regarding the course contents or assessments should be addressed in a person to person meeting (e.g., staff consultation, after seminar) or on Discussion Board in Moodle (see below). Students are welcomed to visit *any* of the above scheduled consultations regardless of their enrolled seminar. This course covers challenging topics, and we encourage students not to leave their revision to the last minute. Students may want to be aware in advance that there will be ample time to address their questions in any staff consultation held prior to week 13, but the STUVAC consultation tends to be crowded and it is not easy to address any lengthy questions during the STUVAC consultation.

A Discussion Board on the course's Moodle site is provided in order to encourage knowledge sharing between students. **Students are encouraged to supply informative answers to their peers' questions**. Staff will regularly monitor the Discussion Board and will participate in the discussion. **In order to discourage last minute revision and incorrect information being shared, the discussion board will be closed 72 hours prior to any of the assessments**. Please note that the Discussion Board is NOT to be used for inappropriate purposes.

## 2 COURSE DETAILS

### 2.1 Teaching Times and Locations

Seminars run for 12 weeks over the 3 March 2014 (week 1) to 30 May 2014 (week 12) period. Seminar times and locations are as follows:

Day	Time	Location	Lecturer
Tuesday	14:00 – 17:00	Colombo Theatre A	Sarah
Tuesday	18:00 – 21:00	Biomedical Theatre F	Candice
Wednesday	12:00 – 15:00	Colombo Theatre C	Sarah
Thursday	10:00 – 13:00	Tyree Energy Technology LG07	Diane

## 2.2 Units of Credit

The course is worth 6 units of credit. There is no parallel teaching in this course.

## 2.3 Summary of Course

This course introduces students to the corporate accounting and the external financial reporting environment. The focus throughout the course is on the preparation of general purpose financial reports that comply with Australia's corporate legislation, primarily the *Corporation Act*, and accounting standards issued by the Australian Accounting Standards Board ('AASB').

The course begins by introducing regulatory environment in which general purpose financial statements are prepared, the conceptual framework, principles of disclosure and requirements for the presentation of the financial statements, measurement principles applied in the preparation of financial statements. The course then covers accounting for income taxes and non-current tangible and intangible assets. We then progress to more advanced topics: business combinations and impairment, and accounting for investments in subsidiaries, and associates. A primary objective of the course is for students to gain an understanding of how to apply the accounting standards in the preparation of consolidated financial statements.

## 2.4 Course Aims and Relationship to Other Courses

This is a practical course. We educate students in the practice of external financial accounting and reporting so that students begin to develop an understanding of how to prepare financial reports for listed public companies. This course has three high-level aims.

The first aim is to provide students with the concepts and experiences necessary for them to understand the preparation and use of company financial statements in their future careers whether as financial accountants, company executives, taxation officers, auditors, financial analysts, actuaries, legal advisors or academics.

The second aim is to instil in students the way of thinking and the way of doing of the corporate financial accountant through a structured approach to examining accounting requirements and applying those requirements to problem solving. It is expected that students will develop their technical financial accounting knowledge through course training and individual practice.

The third aim is to challenge students to think critically about corporate financial reporting by fostering an appreciation of both the rationale of financial accounting techniques and the issues that arise in their practical application.

ACCT5942 is a compulsory course within the Professional Accounting program. ACCT5930 Financial Accounting is a prerequisite.

**Given the prerequisite, it is assumed that students have good understanding of the basic double-entry recording system with its use of debits and credits.** If you need to brush up your knowledge in this area, you can consult the text for ACCT5930 (K. Trotman & M. Gibbins, **Financial Accounting: An Integrated Approach**, 4<sup>th</sup> ed., Cengage Learning, 2009, Ch. 1 to 5). Another good reference is D. Kieso, N. Fargher, V. Wise, J. Weygandt and T. Warfield, **Fundamentals of Intermediate Accounting**, Wiley, 2008, Ch. 3. **In the first seminar, students will be advised to complete an on-line self assessment on the course Moodle website to test whether they have a basic understanding of the prerequisite material.** Prior experience suggests that students who lack a solid understanding of ACCT5930 material struggle to satisfactorily pass ACCT5942. **Those who do not have good understanding of ACCT5930 material should complete and revise the on-line self assessment and seek assistance from staff before the end of week 2.** It is important to understand that ACCT5942 builds on the foundation laid in ACCT5930 Financial Accounting. ACCT5942 deals with **intermediate to advanced financial accounting** topics including the issues raised through consolidation and equity accounting.

COMM5003 or other courses with a user perspective on accounting do not provide enough background for ACCT5942. If you have not done ACCT5930 or its equivalent, you are required to complete ACCT5930 before starting ACCT5942.

## 2.5 Student Learning Outcomes

The Course Learning Outcomes (CLO) 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.

### *Content-Based Learning Outcomes*

Following satisfactory completion of this course, you should be able to:

1. Apply the main provisions in key Australian Accounting Standards ('AASBs');
2. Describe the standard setting process and regulatory framework in Australia and appreciate the role of the International Accounting Standards Board ('IASB');
3. Appreciate the conceptual strengths or weaknesses of the required accounting methods in AASBs and the impact of the choices made by directors and managers in those circumstances where some flexibility is allowed in the application of AASBs;
4. Describe the definitional problems, methods of report preparation and limitations of reported financial data in respect of complex transactions, events and organisational structures;
5. Explain how Australia's regulatory environment impacts the preparation of general purpose financial reports;
6. Research and apply disciplinary knowledge to solve issues related to the preparation of financial reports;

7. Interpret complex consolidated financial reports;  
*Desired Skills-Based Outcomes*

Upon satisfactory completion of this course, you should be able to:

8. Learn independently and assume responsibility for your own learning process and appreciate that as a professional, manager or executive you will need the skills to engage continuously with new accounting concepts and ideas;
9. Develop information search skills and the ability to discern the quality of novel sources of information;
10. Develop the ability to function effectively in a team based environment;
11. Develop an understanding of the conceptual framework and key accounting standards in order to be able to communicate how to account for complex transactions;
12. Recognise ethical issues confronting participants in the financial reporting process; and
13. Think constructively and critically about accounting developments at the national and international level with an ability to take a leadership role and express a public interest viewpoint;

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the ASB. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

#### **ASB 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.

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

The following table shows how your Course Learning Outcomes (see above) 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 (CLO)	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all ASB postgraduate 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	CLO 1-7	<ul style="list-style-type: none"> <li>• Seminar engagement</li> <li>• On-line quizzes</li> <li>• Final exam</li> </ul>
2	Critical thinking and problem solving	CLO 1-7	<ul style="list-style-type: none"> <li>• On-line quizzes</li> <li>• Final exam</li> <li>• Group report</li> </ul>
3a	Written communication	CLO 1-9	<ul style="list-style-type: none"> <li>• Group report</li> <li>• Final exam</li> </ul>
3b	Oral communication	CLO 11	<ul style="list-style-type: none"> <li>• Seminar engagement</li> <li>• Group presentation</li> </ul>
4	Teamwork	CLO 10	<ul style="list-style-type: none"> <li>• Group report</li> <li>• Group presentation</li> </ul>
5a.	Ethical, environmental and sustainability responsibility	CLO 12	<ul style="list-style-type: none"> <li>• Seminar engagement</li> </ul>
5b.	Social and cultural awareness	CLO 13	<ul style="list-style-type: none"> <li>• Seminar engagement</li> </ul>

### 3 LEARNING AND TEACHING ACTIVITIES

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

At university, the focus is on your self-directed search for knowledge. Seminars, assigned questions, reading materials, other resources and exams are provided to help you learn.

It is up to the student to prepare for the seminars. At minimum, preparation for seminar should include a first reading of the assigned reading for the week and completion of the assigned questions to the best of your ability. After seminar it is then up to the student to decide how much work is necessary to study for the exams. A range of questions with solutions are provided to assist the students in their learning outside seminar. The aim is provide you with a flexible but directed learning approach.

### 3.2 Learning Activities and Teaching Strategies

Learning occurs inside the classroom through a weekly three-hour seminar in which there will be a review discussion of key assigned questions and a lecture. Learning occurs outside the classroom through reading of course learning materials, completing assigned questions, preparing for assessments, self-study group meetings, group work and individual consultation with teaching staff or other students.

#### Inside the Classroom: Seminars

Students are expected to prepare for the seminars by reading the assigned chapters for the week's topic and completing all assigned questions to the best of their ability. In seminar, students are encouraged to ask informative questions which demonstrate their understanding of the previewed materials.

**Most seminars will begin by discussion based on students' voluntary attempt to work through questions assigned in the previous week.** The lecturers will then proceed to the next topic and demonstrate how the techniques of corporate financial reporting are applied.

All seminar notes are available on Moodle but they are NOT a complete record of seminars. **Students should try to review the relevant seminar notes and attempt all the assigned questions before attending the next seminar.**

#### Outside the Classroom: Self Study

Self study is a key element of the learning design of the course. After each seminar students should spend time reviewing seminar notes and re-reading the textbook before completing the all assigned questions for the topic.

Worked solutions for all assigned questions are posted on Moodle. Students should attempt the questions without the solutions first by synthesising the instruction you received in seminars and the textbook explanations. If getting stuck, the observed solution is there to assist you to learn deductively. Study the solution to establish or deduce the rules, the techniques and what has been done to generate the answer. Learning deductively is important as a financial accounting professional because most problems encountered in this business do not already have the step-by-step solutions.

When you can't understand a solution, or are unable to complete a question without the solution, **timely** action is needed to clear the block in your understanding. Consult other students on Discussion Board or, if still unclear, consult with the lecturers.

Completing all the assigned questions is required throughout the semester to provide students with feedback on their progression with course topics and learning outcomes. Students that regularly fail to complete their assigned questions should: (1) reassess their study techniques and study time for the course; (2) consider dropping the course; and/or (3) seek further assistance from teaching staff. Students should appreciate that studying ACCT5942 requires discipline, persistence and diligence.



## 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 (50%) in the final exam.

A “pass conceded” (PC) grade may only be granted by the Australian School of Business Assessment Committee, and NOT by the Head of School of Accounting or the Lecturer-in-charge of this Course.

### 4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Seminar engagement	5%	On-going (in seminar and on Discussion Board)	On-going
On-line quizzes	20%	20 minutes per quiz	Friday to Monday, <b>end</b> of week 4 and 9
Group presentation and written submission <b>Part of Scaffolding Activity</b>	8%	10-15 minutes per group during seminar*  *Written Accounting Opinion (using the provided template).	Held in student’s seminar in Week 6.  Written Accounting Opinion should be submitted at the <b>beginning</b> of the seminar. <b>Late submissions are not accepted.</b>
Group assignment <b>Part of Scaffolding Activity</b>	17%	Formal business report (10 pages limit).	Submission required to your seminar lecturer at the <b>beginning</b> of your seminar in week 11.  <b>Late submissions are not accepted.</b>
Final Exam	50%	2 hours plus 10 minutes reading time	University Exam Period
Total	100%		

### **Seminar Engagement (5%)**

Key aims of the seminar engagement are two-fold, that is, to encourage timely and active independent learning and facilitate peer-based knowledge sharing.

Seminar engagement will be determined using the following guidelines:

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2-5	Attendance at 10 or more seminars and attentive participation* <b>and</b> informative and accurate answers to questions, either on Discussion Board or in seminar**
1	Attendance at 10 or more seminars and attentive participation*
0	None of the above

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\*Students who are not able to attend 10 seminars should consult with the lecturers before the end of week 2.

\*\*In order to demonstrate distinguished performance in this component, students should supply **informative and accurate answers** to lecturers' or other students' questions, either on **Discussion Board** or **in seminar**. **Good questions** which demonstrate timely revision and also assist other students' understanding may also contribute to seminar engagement. Answers that are genuinely given but partially incorrect may still score because wrong answers often assist us to focus on what is the right answer. **Some students may demonstrate their careful revision during staff consultation or after seminar and this, if done on a timely manner (e.g. addressing a good question about week 7 materials in week 8 consultation), may also contribute to the score.**

**Although not discouraged, any presentation which does not demonstrate any careful revision (e.g. a presentation that simply repeats solutions provided on the course's Moodle website) would not contribute to the score.**

### **On-line quizzes (20%)**

The on-line quizzes are designed **to encourage students to have timely revision** and also to provide students with **feedback** about their knowledge of **income tax and consolidation accounting**.

Two on-line quizzes will be conducted (i.e., each quiz: 10%). The coverage of the quizzes and the deadlines for completion are shown in the following table.

Test	Topic	Test opens	Test deadline
1	Week 3 materials	Friday 28 <sup>th</sup> March	Monday 31 <sup>th</sup> March
2	Week 7-8 materials	Friday 9 <sup>th</sup> May	Monday 12 <sup>th</sup> May

**Each quiz provides 10 multiple choice questions with 20 minutes' time limit.**

**Students are able to attempt up to twice per quiz. A better score between the two attempts will contribute to the final grade. Please be aware that sharing and/or discussing quiz questions on- or off-line are prohibited and considered as academic misconduct.**

**It is assumed that these quizzes are closed book.** The on-line quizzes and answers have been checked by and pre-tested with several individuals. Those who have carefully studied relevant materials will complete the quiz within 16-18 minutes.

However, those students who try to search for relevant information from the course materials while completing the quiz may not find the time sufficient.

There will be negative marking if any submission exceeds 21 minutes (1 negative marking per additional minute). Please be aware that it may take up to 1 minute for your answer to be submitted depending on your Web connection. Please practise with practice quizzes (see below) several times so that you can confidently complete the quiz within the prescribed time limit.

Students should complete revision of **seminar notes, assigned questions (see section 7 below), and practice quizzes prior to taking the quiz.** Practice quizzes will be provided on the Moodle website at the beginning of weeks 3 and 7 (for Tests 1 and 2, respectively). Please check whether there is any problem in your Web connection when completing the practice quizzes.

If Moodle error occurs both of the two attempts, student should screenshot the problems and send the screenshot images to [ACCT5942@unsw.edu.au](mailto:ACCT5942@unsw.edu.au) with a brief explanation of the problem. **As there are two opportunities to attempt the quiz and the quiz is provided over a relatively long period of time, any excuse will not be accepted unless (1) the student reported the Moodle error with clear evidence before 21:00 Monday and (2) there were Moodle errors in both of the two attempts.** Given this, it may be good to complete the quiz in the School computer lab (which has good Web connection) some time between 08:00 Friday and 20:00 Monday.

### **Scaffolding Activity (total of two components 25%)**

The Scaffolding Activity is designed as a practical simulation of a real-world business problem. It allows you to develop a practical, business-orientated solution to a problem over time through social interactions. Students will have an opportunity to develop the following Graduate Attributes:

- Communication skills - in your written assignments, by giving a group presentation, and by discussing with your team members.
- Teamwork and leadership skills - while working together in a group.
- Critical thinking and problem solving skills – by developing a practical solution to the real-world business problem.
- Professional skills – by building relationships and networks, by taking initiative, planning, organising and self-managing to achieve the individual and group outcomes by the due dates.

The “Scaffolding Activity” assessment consists of two components: group presentation and written submission (8%) and group written assignment (17%). **By completing the first component of scaffolding activity (i.e., group presentation and written submission), students will learn how to complete the second component (i.e., group written assignment).** Please note that these two assessment tasks are weighted differently as part of the overall assessment for the course even though they are linked in terms of their completion.

**Information regarding the Scaffolding Activity and its two components is found in the “Scaffolding Activity – Instructions to Students” document which is posted on ACCT 5942’s Moodle website.** Please refer to this document for all instructions and information you need to complete the two assessment tasks that form

this assessment. Leaving the group assignments to the last minute is not beneficial for students. We encourage students to attempt to complete major part of the assignments and seek advice at the latest one week prior to the due dates.

### **Final Exam (50%)**

The final exam aims to test both the technical and analytical skills covering consolidation accounting. **The final exam will cover material from seminar weeks 7, 8, 9, 10, 11 and 12.** Week 1-6 materials are assessed by other assessments and will **not** be assessed by the final exam. It will include problems and multiple choice questions. **Further detail will be announced on Final Exam section of Moodle from the beginning of week 10.**

The date and time of the final exam will be announced by the university at a later date.

**The final exam is closed book. You MUST bring pen, pencils, a UNSW approved calculator and your student ID card to the final exam.**

#### **Quality Assurance**

The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential.

## **5 COURSE RESOURCES**

### **5.1 Prescribed Textbook**

Leo, K., Hoggett J., and Sweeting J. *Company Accounting 9<sup>th</sup> Edition* 2012

### **5.2 Moodle eLearning Support**

A course website will be maintained. You must be enrolled in the course to access the website. The website will contain the full course outline, announcements, lecture slides, tutorial solutions, materials for the *Scaffolding Activity* and other material. To access the Moodle online support site, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *UNSW Moodle Support/Support for Students*. For additional technical support, email: [itservicecentre@unsw.edu.au](mailto:itservicecentre@unsw.edu.au); Phone: 9385-1333.

### **5.3 Useful Internet Websites**

1. [www.aasb.com.au](http://www.aasb.com.au) (Australian Accounting Standards Board – all the AASB's current pronouncements can be downloaded from this site along with pending standards based on IASB standards and Exposure Drafts of proposed standards and other documents)
2. [www.iasb.org.uk](http://www.iasb.org.uk) (International Accounting Standards Board – IASB standards can be downloaded from this site)

3. [www.iasplus.com](http://www.iasplus.com) (IAS Plus is a site providing news and commentary on international accounting standards – service of Deloitte Touche Tohmatsu)
4. [www.deloitte.com.au](http://www.deloitte.com.au) (provides model set of financial statements applying AIFRS).
5. [www.cpaaustralia.com.au](http://www.cpaaustralia.com.au) (CPA Australia)
6. [www.asx.com.au](http://www.asx.com.au) (Australian Stock Exchange)
7. [www.asic.gov.au](http://www.asic.gov.au) (Australian Securities and Investments Commission)
8. [www.fasb.org](http://www.fasb.org) (Financial Accounting Standards Board – US)
9. [www.sec.gov](http://www.sec.gov) (Securities and Exchange Commission – US)
10. Australian corporate annual reports are available from Connect 4 and Datanalysis databases on the UNSW library web site ([www.library.unsw.edu.au](http://www.library.unsw.edu.au)), and also from [www.EquitiesInfo.com.au](http://www.EquitiesInfo.com.au).
11. [www.ey.com/au](http://www.ey.com/au) (provides a model set of financial statements applying AIFRS)
12. [www.kpmg.com.au](http://www.kpmg.com.au) (provides a model set of financial statements applying AIFRS)
13. [www.pwcglobal.com/au](http://www.pwcglobal.com/au)

#### 5.4 Reference Books

Picker., R, K. Leo, J. Loftus, K. Clark, and V Wise, Australian Accounting Standards, 2<sup>nd</sup> Edition, John Wiley & Sons Australia, Ltd, 2009.

## 6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders (e.g., employers, professional organisations) about the courses offered in the School and continual improvements are made based on this feedback. In this course, we will seek your feedback through UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process ([http://www.ltu.unsw.edu.au/ref4-5-1\\_catei\\_process.cfm](http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm)).

Students are encouraged to complete course evaluations on-line to provide overall feedback about the course in general and make constructive comments concerning how we could improve the course. **As a result of this feedback the course has been significantly redesigned since the beginning of 2012.** A new major assessment was introduced to develop students' professional skills. Further, as a result of student feedback, the textbook was changed. **For Session 1 2014, we have made additional improvements to the assessments based on student feedback received.** We have reduced the seminar size for more active in-class discussions. We have also increased the portion of on-line quizzes based on the feedback.

Student feedback is gathered informally through teacher-student interactions during the semester. This feedback is valuable because it enables teachers to respond to student needs during the semester. For example, the lecturer may decide to revisit an issue in lectures that some students have not understood or misunderstood. Your constructive criticism is welcomed and you can direct any feedback outside the CATEI process to the Lecturer-in-charge.

## 7 COURSE SCHEDULE

Week	Week Beginning	Seminar Topics	Readings	Assigned Questions / To do
Week 1	3 March	<ul style="list-style-type: none"> <li>• <i>Welcome/Review of the course and assessments.</i></li> <li>• <i>Introduction to on-line Self Assessment quiz on Moodle.</i></li> <li>• <i>Form teams for weekly presentations.</i></li> </ul> <p><b>chapter 1</b> <b>Nature and regulation of companies</b></p> <p><b>1.1</b> The nature of a company  <b>1.2</b> Different types of companies  <b>1.7</b> Accounting regulation of companies  <b>1.8</b> Other important regulatory organisations  <b>1.9</b> General-purpose financial reports and the reporting entity concept</p> <p><b>chapter 3</b> <b>Company operations</b></p> <p><b>3.1</b> The elements of financial statements  <b>3.2</b> Recognition criteria for the elements  <b>3.3</b> Measurement and classification of the elements  <b>3.4</b> Dividends  <b>3.5</b> Reserves  <b>3.6</b> Accounting policies  <b>3.7</b> The statement of profit or loss and other comprehensive income  <b>3.8</b> Retained earnings and the statement of changes in equity  <b>3.9</b> The statement of financial position</p> <p><b>chapter 4</b> <b>Fundamental concepts of corporate governance</b></p> <p><b>4.6</b> Major issues for listed companies</p>	<p><b>Course Outline</b></p> <p><b>Chapter 1</b> <u>Review sections</u> 1.3, 1.4, 1.5, 1.6</p> <p><u>Read sections</u> 1.1, 1.2, 1.7, 1.8, 1.9</p> <p><b>Chapter 3</b> <i>Read all sections</i></p> <p><b>Chapter 4</b> <i>Read section 4.6</i></p>	<p><b>Chapter 1</b> RQs: 11, 12</p> <p>CS 4</p> <p><b>Chapter 3</b> RQs: 10, 12</p> <p>CS 4</p> <p>PQs: 3.2, 3.11</p> <p><b>Chapter 4</b> DQ 3</p> <p><u><b>Other to do(s) this week:</b></u></p> <p><b>1. Carefully read through course outlines.</b></p> <p><b>2. Complete self assessment quiz (about pre-requisite course) on ACCT5942 Moodle Website.</b></p>

<p><b>Week 2</b></p>	<p><b>10 March</b></p>	<ul style="list-style-type: none"> <li>• <i>Team presentations on assigned questions.</i></li> <li>• <i>Group formation for scaffolding activity.</i></li> </ul> <p><b>chapter 12</b>  <b>Disclosure: legal requirements and accounting policies</b>  <b>12.1</b> General-purpose financial statements  <b>12.2</b> Annual reporting requirements  <b>12.3</b> Half-year financial report  <b>12.4</b> Accounting policies  <b>12.5</b> Changes in accounting estimates  <b>12.6</b> Errors  <b>12.7</b> Impracticability in respect of retrospective adjustments for accounting policy changes or correction of errors  <b>12.8</b> Materiality  <b>12.9</b> Events occurring after the end of the reporting period</p> <p><b>chapter 13</b>  <b>Disclosure: presentation of financial statements</b>  <b>13.1</b> A complete set of financial statements  <b>13.2</b> General features of a complete set of financial statements  <b>13.3</b> Statement of financial position  <b>13.4</b> Statement of profit or loss and other comprehensive income  <b>13.5</b> Statement of changes in equity</p>	<p><b>Chapter 12</b>  <i>Read all</i></p> <p><b>Chapter 13</b>  <i>Read all</i></p>	<p><b>Chapter 12</b>  CS 5</p> <p>PQs: 12.1, 12.3, 12.4</p> <p><b>Chapter 13</b>  RQs: 10, 14</p> <p>CS 4</p> <p>PQs 13.2, 13.9</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. First group meeting.</b></p> <p><b>2. Preview week 3 (income tax) materials (difficult).</b></p>
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Week 3	17 March	<ul style="list-style-type: none"> <li>• <b>Team presentations on assigned questions</b></li> <li>• <b>Submission of “Group Member Contact Details”</b></li> </ul> <p><b>chapter 6</b> Accounting for company income tax</p> <p><b>6.1</b> Differences between accounting and income tax treatments</p> <p><b>6.2</b> General principles of accounting for income tax</p> <p><b>6.3</b> Current tax liability</p> <p><b>6.4</b> Deferred tax liabilities and assets</p> <p><b>6.5</b> Recognition of deferred tax liabilities and assets</p> <p><b>6.6</b> Measurement of deferred tax assets and liabilities</p> <p><b>6.7</b> Changes in tax rates</p> <p><b>6.8</b> Tax losses</p> <p><b>6.9</b> Disclosure</p> <p><b>6.10</b> Payment of income tax</p>	<p><b>Chapter 6</b> <i>Read all</i></p>	<p><b>Chapter 6</b> RQs: 1, 4, 5, 6</p> <p>PQs: 6.1, 6.2, 6.3, 6.4, 6.7, 6.11</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Group meeting and work for week 6 submission / presentation.</b></p> <p><b>2. Carefully study seminar notes, week 3 assigned questions (above), and practice on-line quiz on Moodle.</b></p>
Week 4	24 March	<ul style="list-style-type: none"> <li>• <b>Team presentations on assigned questions</b></li> <li>• <b>Quick practice - income tax</b></li> <li>• <b><u>On-line quiz 1 beginning from Friday</u></b></li> </ul> <p><b>chapter 5</b> Fair value measurement</p> <p><b>5.1</b> The need for a standard on fair value measurement</p> <p><b>5.2</b> The definition of fair value</p> <p><b>5.3</b> Application to non-financial assets</p> <p><b>5.4</b> Application to liabilities</p> <p><b>5.5</b> Application to measurement of equity instruments</p> <p><b>5.6</b> Issues relating to measurement of fair value of financial instruments</p> <p><b>5.7</b> Disclosure</p> <p><b>5.8</b> Some questions about fair value measurement</p> <p><b>chapter 7 (independent study/review – topic will not be covered in detail by lecturer in seminar)</b></p>	<p><b>Chapter 5</b> Read all</p> <p><i>Students should have learnt most concepts covered in Chapter 7 in a prior accounting course.</i></p>	<p><b>Chapter 5</b> RQs: 1, 8, 9, 10, 12, 13, 14, 15</p> <p>CS 1</p> <p>PQs: 5.1, 5.2, 5.3, 5.6</p> <p><b>Chapter 7</b> RQs: 14, 15, 17</p> <p>PQs: 7.1</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Final revision of income tax. <u>Any questions should be addressed by 25 March (see Course Outline p.1).</u></b></p> <p><b>2. On-line quiz 1 beginning from Friday.</b></p>
Week 5	31 March	<ul style="list-style-type: none"> <li>• <b>Team presentations on assigned questions</b></li> <li>• <b>Q&amp;A session for Group Presentation</b></li> </ul> <p><b>chapter 9</b></p>	<p><b>Chapter 9</b> <u>Read sections</u> 9.1, 9.2, 9.3, 9.4, 9.5</p>	<p><b>Chapter 9</b> CS: 5</p> <p>PQ: 9.6</p>



		<b>Intangible assets</b> <b>9.1</b> The nature of intangible assets <b>9.2</b> Recognition and initial measurement <b>9.3</b> Measurement subsequent to initial recognition <b>9.4</b> Retirements and disposals <b>9.5</b> Disclosure  <b>chapter 10</b> <b>Introduction to business combinations</b>		<u><b>Other to do(s) this week:</b></u>  <b>Final check of Written Accounting Opinion and presentation (due week 6). Any relevant questions should be addressed by 3 April (see Course Outline p.1).</b>
Week 6	7 April	<b>Group presentations held during seminar</b>		<u><b>To do(s) this week:</b></u> <b>1. Group submission and presentation in seminar.</b>  <b>2. Beginning group written assignment in the group meeting (due week 11).</b>

Week 7	14 April	<ul style="list-style-type: none"> <li>• <b>Team presentations on assigned questions</b></li> </ul> <p><b>chapter 10</b>  <b>Business combinations</b>  <b>10.1</b> The nature of a business combination  <b>10.2</b> Accounting for a business combination — basic principles  <b>10.3</b> Accounting in the records of the acquirer  <b>10.4</b> Accounting in the records of the acquirer: recognition and measurement of assets acquired and liabilities assumed [step 3]  <b>10.5</b> Accounting in the records of the acquirer: goodwill and gain on bargain purchase [step 4]  <b>10.6</b> Accounting by the acquirer: shares acquired in an acquiree  <b>10.8</b> Subsequent adjustments to the initial accounting for a business combination</p> <p><b>chapter 11</b>  <b>Impairment of assets</b>  <b>11.1</b> Introduction to AASB 136  <b>11.2</b> When to undertake an impairment test  <b>11.3</b> Impairment test for an individual asset  <b>11.4</b> Cash-generating units — excluding goodwill  <b>11.5</b> Cash-generating units and goodwill  <b>11.6</b> Reversal of an impairment loss</p>	<p><b>Chapter 10</b>  Read all sections except for 10.7</p> <p><b>Chapter 11</b>  Read all sections except for 11.7</p>	<p><b>Chapter 10</b>  RQs: 1, 2, 6, 7</p> <p>CSs: 1</p> <p>PQs: 10.1, 10.3, 10.6, 10.13</p> <p><b>Chapter 11</b></p> <p>RQs: 6</p> <p>PQs: 11.2, 11.10</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Group meeting and work for group written assignment (due week 11).</b></p> <p><b>2. Complete revision of week 7 materials.</b></p>
<b>Mid-session Break 19 to 27 April</b>				

<p><b>Week 8</b></p>	<p><b>28 April</b></p>	<ul style="list-style-type: none"> <li><i>Team presentations on assigned questions</i></li> </ul> <p><b>chapter 15</b>  <b>Consolidation: controlled entities</b>  <b>15.1</b> Consolidated financial statements  <b>15.2</b> Control as the criterion for consolidation  <b>15.3</b> Preparation of consolidated financial statements  <b>15.4</b> Business combinations and consolidation</p> <p><b>chapter 16</b>  <b>Consolidation: wholly owned subsidiaries</b>  <b>16.1</b> The consolidation process  <b>16.2</b> Consolidation worksheets  <b>16.3</b> The acquisition analysis  <b>16.4</b> Worksheet entries at the acquisition date</p>	<p><b>Chapter 15</b>  Read all</p> <p><b>Chapter 16</b>  Read sections 16.1 to 16.4</p>	<p><b>Chapter 15</b>  RQs: 2, 3</p> <p>CS: 6</p> <p><b>Chapter 16</b>  RQs: 1, 6, 8, 9</p> <p>PQs: 16.2, 16.3 (Part 1). 16.4 (Part 1)</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Group meeting and work for group written assignment (due week 11).</b></p> <p><b>2. Complete revision of week 8 materials.</b></p> <p><b>3. Complete practice quiz on Moodle.</b></p>
<p><b>Week 9</b></p>	<p><b>5 May</b></p>	<ul style="list-style-type: none"> <li><i>Team presentations on assigned questions</i></li> <li><i>On-line quiz 2 beginning from Friday</i></li> </ul> <p><b>chapter 16 (continued)</b>  <b>Consolidation: wholly owned subsidiaries</b>  <b>16.5</b> Worksheet entries subsequent to the acquisition date  <b>16.6</b> Revaluations in the records of the subsidiary at acquisition date</p>	<p><b>Chapter 16 (continued)</b>  Read sections 16.5 to 16.7</p>	<p><b>Chapter 16</b>  RQs: 10</p> <p>PQs: 16.1, 16.3 (Part 2), 16.4 (Part 2), 16.10 (A and B only)</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Most work for group written assignment should be completed by the end of this week (due week 11).</b></p> <p><b>2. Final revision of week 7 and 8 materials. Any questions should be addressed by 6 May (see Course Outline p.1).</b></p> <p><b>3. On-line quiz 2 beginning from Friday</b></p>

Week 10	12 May	<ul style="list-style-type: none"> <li><b>Team presentations on assigned questions</b></li> </ul> <p><b>chapter 17</b>  <b>Consolidation: intragroup transactions</b>  <b>17.1</b> Rationale for adjusting for intragroup transactions  <b>17.2</b> Transfers of inventory  <b>17.3</b> Transfers of property, plant and equipment  <b>17.4</b> Transfers between inventory and non-current assets  <b>17.5</b> Intragroup services  <b>17.6</b> Intragroup dividends  <b>17.7</b> Intragroup borrowings</p> <p><b>chapter 18</b>  <b>Consolidation: non-controlling interest</b>  <b>18.1</b> Non-controlling interest explained  <b>18.2</b> Effects of an NCI on the consolidation process</p>	<p><b>Chapter 17</b>  Read sections 17.1 to 17.7</p> <p><b>Chapter 18</b>  Sections 18.1,18.2</p>	<p><b>Chapter 17</b>  RQs: 1, 3, 6</p> <p>PQs: 17.1, 17.3, 17.7 (A only)</p> <p><b>Chapter 18</b>  RQs: 3, 4, 5</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Final check for group written assignment (due week 11). <u>Any questions should be addressed by 15 May (see Course Outline p.1).</u></b></p> <p><b>2. Complete revision of week 9 and 10 materials.</b></p> <p><b>3. Preview week 11 materials (difficult).</b></p>
Week 11	19 May	<ul style="list-style-type: none"> <li><b>Group written assignment due to your seminar lecturer at the beginning of your enrolled seminar (late submission is not accepted)</b></li> <li><b>Team presentations on assigned questions</b></li> </ul> <p><b>chapter 18 (continued)</b>  <b>Consolidation: non-controlling interest</b>  <b>18.3</b> Calculating the NCI share of equity  <b>18.4</b> Adjusting for the effects of intragroup transactions  <b>18.5</b> Gain on bargain purchase</p> <p><b>chapter 19</b>  <b>Consolidation: other issues</b>  <b>19.1</b> Direct and indirect non-controlling interest  <b>19.2</b> Sequential acquisitions</p>	<p><b>Chapter 18 (continued)</b>  Sections 18.3 to 18.5</p> <p><b>Chapter 19</b>  Read sections 19.1 and 19.2 only</p>	<p><b>Chapter 18</b>  PQs: 18.1, 18.10</p> <p><b>Chapter 19</b>  RQs: 1, 2, 3</p> <p>PQs: 19.1</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Group written assignment is submitted in seminar.</b></p> <p><b>2. Complete revision of week 11 materials.</b></p> <p><b>3. Complete practice final exam.</b></p>

Week 12	26 May	<ul style="list-style-type: none"> <li>• <i>Team presentations on assigned questions</i></li> <li>• <i>Quick review - NCI</i></li> </ul> <p><b>chapter 20</b>  <b>Accounting for investments in associates</b>  <b>20.1</b> Identifying associates  <b>20.2</b> The equity method of accounting: rationale and application  <b>20.3</b> Applying the equity method: basic method  <b>20.4</b> Applying the equity method: goodwill and fair value adjustments  <b>20.5</b> Applying the equity method: other issues  <b>20.6</b> Applying the equity method: inter-entity transactions  <b>20.7</b> Share of losses of the associate  <b>20.8</b> Disclosure</p>	<p><b>Chapter 20</b>  Read all sections</p>	<p><b>Chapter 20</b>  RQs:3, 6  CS: 1  PQs: 20.1, 20.2, 20.7</p> <p><b><u>Other to do(s) this week:</u></b></p> <p><b>1. Complete revision of week 12 materials.</b></p> <p><b>2. Address questions about practice final exam on Discussion board / during staff consultation. Please utilise week 12 staff consultation as STUVAC consultation tends to be crowded.</b></p>
<b>Study Period 7<sup>th</sup> to 12<sup>th</sup> June</b>				
<b>Final Examination during UNSW Exam Period 13<sup>th</sup> to 30<sup>th</sup> June</b>				
<b>Supplementary Examination for the School of Accounting is 15<sup>th</sup> July</b>				
<b>Mid-year recess 18 to 27 April</b>				

### Guide to Readings and Activities

- RQs refers to Review Questions
- CS refers to Case Study
- PQs refers Practice Questions
- DQs refers to Discussion Questions
- Chapters refer to chapters in Leo Hoggett Sweeting 2012.
- All RQs, PQs and RQs are found in Leo Hoggett Sweeting 2012.
- **To do's are provided in order to assist weekly study planning.**
- **All seminars except for week 1 and 6 will begin with students' voluntary attempt to solve questions assigned in the previous week.**



Australian School of Business

**School of Accounting**

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**ACCT 5942  
CORPORATE ACCOUNTING AND  
REGULATION**

**Course Outline  
Semester 1, 2014**

**Part B: Key Policies, Student  
Responsibilities and Support**

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

### 1 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

#### ASB 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.

### **ASB 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.

## **2 ACADEMIC HONESTY AND PLAGIARISM**

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html> as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: <http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm>.

To see if you understand plagiarism, do this short quiz:  
<http://www.lc.unsw.edu.au/plagiarism/plagquiz.html>.

For information on how to acknowledge your sources and reference correctly, see:  
<http://www.lc.unsw.edu.au/onlib/ref.html>.

For the *ASB Harvard Referencing Guide*, see the [ASB Referencing and Plagiarism](#) webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism).

## **3 STUDENT RESPONSIBILITIES AND CONDUCT**

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

Information and policies on these topics can be found in the 'A-Z Student Guide': <https://my.unsw.edu.au/student/atoz/A.html>. **See especially, information on 'Attendance and Absence', 'Academic Misconduct', 'Assessment Information', 'Examinations', 'Student Responsibilities', 'Workload' and policies such as 'Occupational Health and Safety'.**

### **3.1 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, 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 Blackboard or 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.

### **3.2 Attendance**

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

### **3.3 General Conduct and Behaviour**

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

### **3.4 Occupational Health and Safety**

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

### 3.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

## 4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

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

### General Information on Special Consideration:

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 channel > Online Services > Special Consideration). You will then need to submit the **originals or certified copies of your completed Professional Authority form (pdf - download here)** and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>.
2. **Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct.** 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.

### ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:

The policy of the School of Accounting is that 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 a minimum mark of 50% in the

total of 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:**

Applications for special consideration in relation to the final exam are considered by an ASB 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 ASB supplementary exams for Semester 1, 2014 are:**  
**15th July – exams for the School of Accounting**  
16th July – exams for all Schools except Accounting and Economics  
17th July – exams for the School of Economics  
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. Failure to attend the supplementary exam will 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 ASB's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:  
<http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf>.

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

**There will be NO special considerations in assessments other than for final exams.**

## 5 STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)**  
<http://www.asb.unsw.edu.au/learningandteaching> Click on 'Student Services'.  
Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au). Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit).
- **ASB Student Centre** <http://www.asb.unsw.edu.au/requests>  
Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Phone: 9385 3189
- **Blackboard eLearning Support:** For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *Blackboard / Support for Students*. 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))  
Academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services**  
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html> UNSW Library Annexe (Ground floor).
- **UNSW Counselling and Psychological Services**  
<http://www.counselling.unsw.edu.au> Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping with Stress' and 'Procrastination'. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.
- **Student Equity & Disabilities Unit** <http://www.studentequity.unsw.edu.au> Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734.