



THE UNIVERSITY OF
WESTERN AUSTRALIA
Achieving International Excellence

Unit Outline

MGMT8615

**Selected Topics in Management: Economics
for Climate Change**

Trimester 3

2009

Crawley

**Associate Professor Paul Crompton
Professor Paul Hardisty**



Business School

www.business.uwa.edu.au

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CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

Unit Web Site URL	http://webct.uwa.edu.au
Unit Coordinators	Associate Professor Paul Crompton and Professor Paul Hardisty
Email	Paul.Crompton@uwa.edu.au Paul.Hardisty@WorleyParsons.com
Phone	Paul Crompton 6488 2929
Fax	6488 1016
Consultation Hours	Paul Crompton Monday 4 – 6pm Paul Hardisty by appointment
Lecture Times	Monday 6:00pm – 9:00pm
Lecture Venue	Business School: Sir Rod Eddington Case Study I.42

Your Unit Coordinators

Associate Professor Paul Crompton

Paul Crompton is in the Economics Group in the UWA Business School. He has taught microeconomics and macroeconomics at UWA since 1996. Paul's research interests include general equilibrium modelling, econometric modelling of commodity markets, the relationship between metals demand and economic activity, and the world iron ore, steel and coal industries. He has published in *Journal of Environmental Economics and Management*, *Agricultural and Resources Quarterly*, *Resources Policy*, *Journal of Chinese Economic and Business Statistics* and *Applied Economics Letters*. Paul has edited a book of Shann Memorial Lectures, *Australian Macroeconomic Policy Debates: Contributions from the Shann Memorial Lectures* (UWA Press). He is also principal author of *Macroeconomics: A Contemporary Introduction (third edition)*. He also regularly works as a consultant to several of Australia's largest mining companies.

Professor Paul Hardisty

Paul Hardisty is Global Director of Sustainability and EcoNomics™, for WorleyParsons, and head of WorleyParsons' worldwide Carbon Management Services. EcoNomics™ is WorleyParsons' service which helps clients worldwide deliver more environmentally, socially and economically sustainable projects. Paul is a visiting Professor in Environmental Engineering at Imperial College of Science and Technology, London, UK, an Adjunct Professor in Sustainability at the University of Western Australia School of Business. Paul has over 20 years of experience in the environmental field, focusing on the management of large multi-disciplinary environmental projects. He has particular expertise in environmental strategy and decision making, and the financial and economic aspects of environmental issues, including water resources and climate change. He is also a Fellow of the Grantham Institute for Climate Change in London, is on the Steering Committee of Green Cross Australia's climate change programme, and is a Member of the Waste Authority of Western Australia, directly advising the Minister of Environment. He and is the author of over 150 publications, including a book on the economics of groundwater remediation and protection, and a new book on the economics of sustainability, to be published shortly by CRC Press. He lives in Perth, Australia with his wife and two sons, and for fun competes in Ironman triathlon.

UNIT DESCRIPTION

Introduction

We live in a time unique in history, when a confluence of overlapping and mutually reinforcing factors is propelling the world into unknown economic, social and environmental territory at an exponentially accelerating rate. For not only are there ever more people on the planet, but accelerating development, particularly in India and China, means that each of these people is demanding more of the world's resources. Technology spurs development, and our exploding technological prowess allows us to wield greater power than ever before over our environment and surroundings. Growing resource use, surging energy demand, and an ever-expanding need for water and food, are putting huge stress on the natural environment. This combination of forces, which some are now calling simply *global change*, is leading to chronic over-fishing, large scale clearing of native forest, an alarming and accelerating loss of global biodiversity, and increasingly stronger evidence of the impacts of climate change. It is a challenging time for business, one of risks and opportunities. To operate in this new world, business leaders need to understand sustainability and how it fits into their overall operations. Gone are the days when business can operate independently from the environment and society.

The Goal of the Unit

This unit is designed to help future business leaders understand the concept of sustainability, how these complex forces can impact business, and the role that business can and increasingly must play in shaping a more sustainable world. While the focus is on climate change, sustainability as a whole covers a broad range of environmental, social and economic issues, including waste management, water resources, energy, and biodiversity. Specifically, the unit is intended:

1. To increase awareness of the multifaceted aspects of the business of sustainability and climate change with a particular focus on the issues that matter to the financial markets and stakeholders such as shareholders, customers and employees
2. To develop understanding of the economic and bottom line impacts of climate change
3. To evaluate the management and leadership implications of climate change
4. To build knowledge and expertise on the use of tools and frameworks which are available for you to apply to minimise the risks and maximise the opportunities associated with managing the impacts of climate change

Learning Outcomes

On completion of this unit, you should be able to:

1. grasp the complex inter-linkages between the key environmental, social and economic issues that comprise sustainability;
2. articulate an understanding of the meaning of sustainability and its importance for business;
3. understand the importance of climate change in shaping the future of business and the planet;
4. develop carbon management strategies for your business that focus on mitigation of risks and realization of opportunities;
5. understand the financial and economic implications of climate change in the business context;

Prerequisites

The prerequisites for this unit are:

Any four of the seven core units in the MBA Program: MGMT8501 Organisational Behaviour, MGMT8502 Accounting, MGMT8503 Economic Management and Strategy, MGMT8504 Data Analysis and Decision Making, MGMT8506 Ethical Dimensions of Organisations, Management and Leadership, MGMT8530 Managerial Finance, MGMT 8550 Marketing Principles

If you have very little knowledge of economics, you may find it useful to add extra readings to your study program that explore this area.

Key Dates

Individual project

Due Date: Week 7 (October 12) at 6pm

Group project

Due Date: Week 12 (November 16) at 6pm

UNIT STRUCTURE

Weekly Seminar Schedule

Week	Date	Topic
MODULE 1 INTRODUCTION TO SUSTAINABILITY		
1	31 Aug	<p>Climate Change, Sustainability and Corporate Social Responsibility</p> <p>Tietenberg Chapter 1 Visions of the Future Chapter 4 Property Rights, Externalities, and Environmental Problems Chapter 5 Sustainable Development: Defining the Concept Chapter 6 The Population Problem</p> <p>Reading: Hardisty Chp 1 Introduction 2 Sustainability in the 21st century</p>
MODULE 2 ISSUES IN SUSTAINABILITY		
2	7 Sept	<p>Waste Management and Sustainability</p> <p><i>Guest Speaker: Barry Carbon</i></p> <p>Tietenberg Chapter 18 Solid Waste Recycling Chapter 19 Toxic Substances and Hazardous Wastes</p>
3	14 Sept	<p>Energy Management and Sustainability</p> <p><i>Guest Speaker: TBA</i></p> <p>Tietenberg Chapter 18 Energy</p>
4	21 Sept	<p>Water Management and Sustainability</p> <p><i>Guest Speaker: Professor Jorg Imberger, UWA</i></p> <p>Tietenberg Chapter 9 Water Chapter 17 Water Pollution</p>
5	28 Sept	<p>Introduction to Climate Science</p> <p><i>Guest Speaker: Mr Bryson Bates</i></p> <p>Readings: Garnaut Chp 2 Understanding Climate Science IPCC AR4 Chp 1 Historical Overview of Climate Change Science</p>
MODULE 3 AVAILABLE SOLUTIONS AND TECHNOLOGIES		

6	5 Oct	<p>Policy and Regulation</p> <p><i>Guest Speaker: Mr David Hodgkinson Mr Brad Wylynko</i></p> <p>Readings: Garnaut Chp 13 An Australian policy framework 14 Australia's emission trading scheme</p>
7	12 Oct	<p>Carbon Markets</p> <p><i>Guest Speaker: TBA</i></p> <p>Readings: Stern Chp 14 Harnessing markets to reduce emissions 15 Carbon markets in action</p>
8	19 Oct	<p>Climate Change Adaptation</p> <p><i>Guest Speaker: Professor Carmen Lawrence</i></p> <p>Readings: Stern Chp 18 Understanding the economics of adaptation 19 Adaptation policies: key principles and applications in the developed world</p>
9	26 Oct	<p>Climate Change Mitigation</p> <p><i>Guest Speaker: Ray Wills</i></p> <p>Readings: Stern Chp 23 Supporting the transition to a low carbon economy in developing economies 24 Promoting effective international cooperation on technology 25 Reversing emissions from land use change IPCC (AR4) Chp 2 Framing Issues</p>
MODULE 4 MANAGEMENT DECISION MAKING		
10	2 Nov	<p>Organizational strategy and implementation</p> <p>Readings: TBA</p>
11	9 Nov	<p>Environmental Economics</p> <p><i>Guest Speaker: TBA</i></p> <p>Tietenberg Chapter 2 Valuing the Environment: Concepts Chapter 3 Valuing the Environment: Methods Chapter 13 Environmental Economics: An Overview</p>
12	16 Nov	<p>Incorporating sustainability into investment analysis and accounting</p> <p>Readings: Hardisty Chp 3 Quantifying sustainability for improved decision making Hardisty Analysing the role of decision-making economics for industry in the climate change era</p>
Exam week	23 Nov	Exam

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the Business School has decided not to move to online teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that 'to complete a course or unit, students shall attend prescribed classes, lectures, seminars and tutorials'. Students should not expect to obtain approval to miss more than two classes per unit, unless there are exceptional circumstances.

TEXTBOOKS AND RESOURCES

Recommended/Required Text(s)

Tietenberg, T. (2007), *Environmental Economics and Policy*, 5th edition, Pearson Addison-Wesley, Boston.

Additional Resources and Reading Material

- Pearce, D., and J. Warford. 1981. *World Without End*. World Bank Press.
- Costanza, R. et al. 1997. The Value of the World's Ecosystem Services. *Nature*, vol. 387: 253-260.
- Hardisty, P.E., and E. Ozdemiroglu, 2005. *The Economics of Groundwater Protection and Remediation*. CRC Press, New York
- Martin, J. 2006. *The Meaning of the 21st Century*. Eden Project Books, London.
- Diamond, J. 2004. *Collapse: How Societies Choose to Fail or Survive*. Allen Lane, London.
- McNeill, J. 2000. *Something New Under The Sun. An Environmental History of the 20th Century*. Allen Lane, The Penguin Press. London
- McCarthy, C. *The Road*. Picador.

Approved calculators for examinations

The University only permits the use of calculators in examinations when the calculator has an approved sticker. If the student does not have an approved sticker on their calculator, they will not be permitted to use the calculator. Since this is a University wide policy it is not possible for unit coordinators to grant on the spot exemptions. Calculators can be approved at the Business School Postgraduate Student Centre. Further information is available on the Business School web site, see <http://www.business.uwa.edu.au/studentnet/assessments>.

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and Learning Strategies

The unit will be based on conventional lectures delivered by the convenors, supported by guest speakers from business, industry, government and academia. These will be supplemented by a considerable volume of interactive debate, discussion and role-playing exercises. For this reason, as much as half of the course will not be accessible remotely after the fact, over the web, or in the notes, but is based on class participation. Class attendance is therefore imperative.

Charter of Student Rights and Responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at <http://www.secretariat.uwa.edu.au/home/policies/charter>

Teaching and Learning Evaluation

You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Student's Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

ASSESSMENT MECHANISM

The Purpose of Assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment Mechanism Statement

Component	Weight
Class Participation	10%
Individual project	20%
Group project	20%
Final exam	50%

Supplementary exams are not available in this unit.

Assessment Components

Individual project

Part 1

In an essay of no more than 3000 words, discuss how sustainability-related issues (including, but not limited to those examined in the first five weeks of the course (waste, energy, water, climate change) might affect, or is affecting, a business that you are familiar with. How do you expect those changes to affect the business over the next 20 years?

Part 2

In no more than 3000 words, explain, given the business analysis skills at your disposal, the steps you would take to protect that business enterprise against the potential negative impacts of sustainability issues, and how you might seize opportunities that these issues present to make your business more successful, profitable, and sustainable in its own right. What will this business look like in 2030?

Due Date: Week 7 (October 12) at 6pm

Group Project

Context

Development of significant reserves of natural gas in the coastal waters of North Western WA represents a significant business opportunity for the petroleum industry, and a source of jobs and prosperity for the people of the state and local communities. The gas fields, however, are 200 km offshore, and selling the gas to international markets will require construction of a major LNG (liquefied natural gas) facility somewhere along the coast, or offshore. Several companies are vying for the right to develop the gas and build the LNG facility. Government regulators and NGOs (non-governmental organisations) are concerned about development in this pristine and sensitive natural environment, which features coral reefs, whale migration routes, rich fishing grounds, and other diverse marine, coastal and terrestrial ecosystems. Local communities are excited about the prospect of jobs and funds, but are also opposed to anything that would damage their natural and cultural heritage – they want a fair deal.

The Project

In this context, groups of students will represent the various stakeholders in this situation, and will work together to reach the best possible outcome for the stakeholders they represent, by presenting their initial positions, negotiating with the other parties, and finally presenting their final development proposals to a board of arbitration (as a formal presentation and written report). Each of the stakeholder groups will be judged on how well it has represented the interests of its constituents: the competing development companies must maximise profit for their shareholders; the government regulators must safeguard the environment of the state within a political context of wanting development to occur; community groups want to maximise their benefits from the development, while protecting the things they hold sacred.

The Process

Each group will be provided with a set of starting assumptions and details on the development, from their perspective. From this they will build a starting position, which they will present to the other groups in a brief role-playing meeting. Based on the results of the initial presentations, groups will develop negotiating positions, and then re-convene a few weeks later to negotiate revised proposals. Final submissions to the arbitration panel will be made verbally (presentations), and in writing. Students will be graded on all aspects of the project – the role playing sessions, presentations, and written submissions. The intent is to familiarise the students with the complexities of the sustainability issues facing business today, and the tradeoffs that must be made to develop workable solutions. Students and groups are encouraged to research similar cases in WA, and use their initiative and creativity to bring their positions to life.

Due Date: Week 12 (November 16) at 6pm

Final Exam

The final exam is 2 hours and 10 minutes. Full details will be provided during trimester.

Submission of Assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the StudentNet web page <http://www.business.uwa.edu.au/studentnet/assessments>

All cover pages printed from this website contain a barcode unique to each student. Once submitted through the pigeon hole at the Postgraduate Student Centre, the barcode will be scanned and recorded electronically. An automatic email will be sent to your UWA email address, notifying you that your assignment has been submitted and recorded successfully. If you do not receive this acknowledgement email, please contact the Student Centre (email postgrads-business@biz.uwa.edu.au ph 6488 3980).

Note: All assignments submitted through the pigeon hole at the Student Centre must have a cover sheet containing a barcode attached. Use of the barcode cover sheet is not necessary if you submit your assignment electronically or hand it directly to your lecturer in class.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Papers of excessive length will also attract a penalty. The penalty will be 5% for each 300 words, or part thereof, over the word limit.

Assignments will be returned in class or through the Postgraduate Student Centre.

It is the intention that the marked assignments will be returned within two weeks of submission.

The Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system.

HD (Higher Distinction)	80-100%
D (Distinction)	70-79%
CR (credit Pass)	60-69%
P (Pass)	50-59%
N+ (Fail)	45-49%
N (Fail)	0 -44%
FC (Failed component)	

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School's expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

- HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytical framework presented in the course. The student is able to draw widely from the academic literature and elsewhere, but maintains relevance.
- D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.
- CR The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions shortcoming. The student is able to draw upon an adequate range of references and other materials.
- P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytical framework which had been developed in the course. Draws primarily upon course materials for referencing.
- N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.
- N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.
- FC Failure of the unit due to failure to complete an identified essential assessment component.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

Special Consideration and Deferred Exams

If something exceptional and beyond your control has interfered with your ability to study in the normal way you should consider completing an application for special consideration. The forms can be obtained at the Postgraduate Student Centre or from the Student Administration website <http://www.studentadmin.uwa.edu.au/welcome/forms>

In exceptional circumstances you can also apply for a deferred mid-semester exam or a deferred end of semester/trimester exam within three (3) university working days from the date of the exam. Application forms can be obtained at the Undergraduate or Postgraduate Student Centres.

A student may be granted a deferred examination in one or more of their units if the Sub-Dean of the UWA Business School is satisfied that on the basis of medical or other exceptional reasons the candidate was either:

- substantially and unusually hindered in their preparation for an examination; or
- unavoidably absent from or unable to complete an examination.

Further information concerning Special Consideration and Deferred Examinations is available on the Business School website <http://www.business.uwa.edu.au/studentnet/assessments>

Ethical Scholarship, Academic Literacy and Academic Misconduct

Ethical Scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- collusion
- inappropriate collaboration
- plagiarism (see more details below)
- misrepresenting or fabricating data or results or other assessable work
- inappropriate electronic data sourcing/collection
- breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University; non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit:

http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct

Academic Conduct Essentials (ACE)

All newly enrolled students in Postgraduate programs are required to complete a short compulsory online module called *Academic Conduct Essentials (ACE)* within the first 10 weeks of trimester/semester. ACE introduces students to essential knowledge regarding ethical scholarship, helps prepare them for the expectations of their university career and informs them of correct academic conduct.

The unit can be accessed via WebCT (<http://webct6.uwa.edu.au>). The unit quiz must be completed with a mark of 80% or greater. Students may attempt the quiz as many times as they wish to gain the required pass mark. Completion of the unit will be recorded as an Ungraded Pass (UP) on students' academic records. Non-completion (NC) within the required timeframe will also be documented on formal academic records. More information on ACE is available at <http://ace.uwa.edu.au>

Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The UWA Business School has the following regulation on Plagiarism:

"The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original."

Referencing

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: 'Citing your Sources Harvard Style'

www.library.uwa.edu.au/education_training_and_support/guides/how_to_cite_your_sources/citing_your_sources_-_harvard_style

EndNote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: 'A Quick Guide to Using EndNote' which provides the basics for using EndNote with an essay

http://www.library.uwa.edu.au/education_training_and_support/guides/endnote

This is linked to the 'How to Use EndNote' page

http://www.library.uwa.edu.au/education_training_and_support/guides/endnote/endnote_manuals which provides more comprehensive information.

Taping of Lectures

Postgraduate classes are not usually recorded, however if you do wish to tape record a lecture, then as a matter of courtesy you should obtain the permission of the lecturer first.

Appeals Against Academic Assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at

<http://www.secretariat.uwa.edu.au/home/policies/appeals>

Student Guild contact details

The University of Western Australia Student Guild
35 Stirling Highway
Crawley WA 6009
Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: enquiries@guild.uwa.edu.au
Website: <http://www.guild.uwa.edu.au>
