

# 7902AFE

## Business Economics

### Semester 1 2009

Academic Organisation:	Department of Accounting, Finance and Economics
Faculty:	Griffith Business School
Credit point value:	10
Student Contribution Band:	Band 3A
Course level:	Postgraduate
Campus/Location/Learning Mode:	Gold Coast / On Campus / In Person
Convenor/s:	Dr Tim Wakeley (Gold Coast)
Enrolment Restrictions:	Restricted: Course must be listed in Program
This document was last updated:	5 December 2008

#### **BRIEF COURSE DESCRIPTION**

---

This course is suited to managers, business administrators and those who engage in strategic decision-making in a business environment. Business managers need to understand both the nature of the macroeconomic environment in which they take those decisions and the nature of the market in which their firm operates. This course provides a practical approach to these matters, using a problem solving approach and collaborative learning.

The course content includes: an introduction to basic economic concepts such as opportunity cost, demand, supply and elasticity; the economics of the firm and types of market structure, with discussion of some important policy issues which modify business behaviour in each market type; discussion of vertical integration; the nature of competitive advantage, its sources and strategies to attain and sustain it; discussion of the role of government in market economies, with attention paid to how government policy impacts on firm decisions; some examination of the nature and effects of economic growth, unemployment and inflation and an analysis of the determination of interest rates, foreign exchange rates and the balance of payment accounts.

Incompatible: 7002GSM Business Economics, GSM7002N Global Economics

All students are expected to begin studies at the first designated lecture for each course of their program in week one. Students who cannot attend must gain written approval from the MBA Director to continue in that semester

This course is a restricted course. Enrolment is for MBA and IMBA students only. Admittance by other graduate students enrolled in other graduate degrees requires approval by the MBA Director.

# BUSINESS ECONOMICS 7902AFE

## SEMESTER 1 2009

### SECTION A – TEACHING, LEARNING AND ASSESSMENT

#### COURSE AIMS

---

The main aim of Business Economics is to help you develop a good understanding of key economic concepts and principles, and the ability to apply and use such principles for effective business administration in a modern environment.

In so doing, the course will also provide a foundation for further studies in business, public management and sustainability.

Another aim of the course is to contribute to the development of your generic skills -- in analysis and problem solving, communication, teamwork, and other areas.

#### LEARNING OUTCOMES

---

It is expected that, at the end of the course, you will have developed an ability to utilise key microeconomic principles in your business administration work. These principles and issues include:

- the significance of markets, market structures and market dynamics
- the strategic implications of problems of knowledge and information
- the way firms organize their value chains, and how some firms can outperform the others
- the rationale for government intervention in markets (e.g. the desire to create a sustainable business environment) and the effects of such intervention

You should also have gained an ability to follow major macroeconomic developments and trends in variables such as real GDP, inflation, unemployment, interest rates, and exchange rates, as well as to analyse their likely impact on the operations of your business or organisation.

It is also expected that you will have demonstrably enhanced your generic skills in:

- analysis and critical evaluation
- problem solving
- written communication
- information literacy
- assuming responsibility and making decisions.

#### CONTENT, ORGANISATION AND TEACHING STRATEGIES

---

The content of this course is organised into 11 modules, as described in the next section. Each week you are expected to attend 3 hours of classes. A typical 3-hour class period will consist of time spent in various modes of teaching and learning including lecture format, workshop format (during which time you will work collaboratively to solve problems), and in-class experiments with economic principles.

For each module, readings will be assigned from the textbook or other sources. Class notes and assigned readings from sources other than the textbook are provided on the course website. Please note: there is no substitute for regular class attendance and participation.

The course's philosophy is to provide a student-centred learning environment, where you are encouraged to take a more active role in deciding how, when, where and what to learn beyond a minimum core (as

presented in weekly classes), so please feel free to look at other sources you may find in the library. You are also encouraged to evaluate the usefulness of learning resources and the effectiveness of their current learning as a prelude to further, lifelong learning. Flexible learning practices play a substantial role in fostering such a student-centred learning environment.

The Griffith Business School uses an appropriate range of technologies and resources to provide web-supported learning environments for core courses, such as this one. We will help you to become familiar with different teaching methods and new technologies, and to develop independent learning skills. Support is offered in the form of orientation activities, electronic resources and help desks. Please check your orientation kit or the Information Services website for further information: <http://www.gu.edu.au/ins/>

This course is classified as Mode B - Web Dependent. Under this mode, you must use the web to interact with the education content necessary for study. Face-to-face in-class activities are designed to enhance the education content on the web. For this reason, you are expected to prepare for in-class activities by interacting with the web content BEFORE attending classes, on at least a weekly basis.

You must enrol through Enable to gain access to education content via the [Learning@Griffith](mailto:Learning@Griffith) portal which also provides communication tools for staying in touch with lecturing staff and fellow students.

Griffith University is a member of a consortium of six Universities which together form the Australian National Business School (ANBS). The ANBS has compiled a CD as a resource for MBA students of member universities. The CD contains support materials for most of your core courses, which you can use as an extra resource to supplement the materials referred to in your course outlines. You are advised to collect a copy of this CD from the appropriate office on your campus. For further information regarding the ANBS, please visit the website at [www.anbs.com.au](http://www.anbs.com.au).

## CONTENT SUMMARY

<b>Business Economics</b>		
<b>Official Week No.</b>	<b>Date</b>	<b>Module</b>
1	w/b 2 <sup>nd</sup> March	1. Introduction to Business Economics: Opportunity Cost; Demand and Supply; Problems of Information and Knowledge; Specialisation; Coordination <u>Reference: E&amp;W, Chs. 1, 2, 3</u>
2	w/b 9 <sup>th</sup> March	2. Production and costs: operational decisions (short run) and strategic decisions (long run) <u>Reference: E&amp;W, Chs. 5, 6</u>
3	w/b 16 <sup>th</sup> March	3. Demand, Revenues, Marginal Analysis <u>Reference: E&amp;W, Chs. 4</u>
4	w/b 23 <sup>rd</sup> March	4. Models of Market Structure – the Competitive Environment <u>Reference: E&amp;W, Ch. 7</u>
5	w/b 30 <sup>th</sup> March	<b>Mid-Semester Examination (on Modules 1 to 4) to be held in class</b>
6	w/b 6 <sup>th</sup> April	5. Evolutionary Economics, Transaction Cost Economics and Agency Theory <u>Reference: E&amp;W, Chs. 8, 9</u>
n/a	13-17 <sup>th</sup> April	<b>Mid-semester vacation</b>
7	w/b 20 <sup>th</sup> April	6. The Resources and Capabilities Perspective, Growth of the Firm, Vertical Linkages and Diversification <u>Reference: E&amp;W, Ch. 10</u>
8	w/b 27 <sup>th</sup> April	7. Role of Government in the Pursuit of a Sustainable Economic System <u>References to be provided</u>
9	w/b 4 <sup>th</sup> May	8. Macroeconomic Concepts and Issues <u>Reference: E&amp;W, Ch. 12</u>
10	w/b 11 <sup>th</sup> May	9. Fiscal and Monetary Policies <u>Reference: E&amp;W, Ch. 13</u>
11	w/b 18 <sup>th</sup> May	10. Exchange Rates and Competitiveness <u>Reference: E&amp;W, Ch. 14</u>

12	w/b 25 <sup>th</sup> May	11. International Trade and Protection Reference: E&W, Ch. 14 plus additional references to be provided
13	w/b 1 <sup>st</sup> June	Review of Key Themes

The first module introduces the fundamental concepts of economics. Modules 2-6 deal with the microeconomic topics of production costs, firms, markets, and industrial organisation. Modules 7-11 deal with the issue of government intervention in the free market process, and the macroeconomic topics of inflation, unemployment, economic growth, government budgets, interest rates and international trade.

## ASSESSMENT

### Summary of Assessment

Item	Assessment Task	Length	Weighting	Total Marks	Due Date and Time
1	Mid-Semester Exam	1½ hours + 10 minutes reading time	40%	40	Week 5
2	End-of-Semester Exam	2 hours + 10 minutes reading time	60%	60	To be held during university exam period (date and venue to be advised)

### Assessment Details

The **Mid-Semester Exam** will cover material from **Modules 1-4**. The **End-of-Semester Exam** will cover material from **Modules 5-11**. Exams will consist of a mixture of multiple-choice and discussion questions. Feedback about performance in the Mid-Semester Exam will help you finetune your learning approaches and better prepare for the End-of-Semester Exam.

The exams contribute to the development of the following graduate skills: analysis, critical evaluation, problem solving, written communication and information literacy.

Further details about the exams will be provided via the course website.

### Assessment Criteria

Refer to the University's [Assessment Policy](#) for an explanation of the criteria applied for award of the various grades.

Further details regarding assessment criteria for each of the assessment items will be provided via the course website.

The following comments are also worth noting. Students tend to get higher grades by providing evidence of deeper understanding of the concepts that are covered. Deeper understanding comes, other things being equal, with spending more time engaged in learning. As a rule of thumb, in this course it is recommended that you spend an additional 6-7 hours per week engaged in learning outside the classroom. As stated previously, it is strongly recommended that you attend all of the classes.

### Availability of Assessment Results:

Mid-Semester Exam results will be available 2 weeks after the due date.

### Return of Assessment Items

You may view marked Mid-Semester Exam papers by arrangement with the convenor.

## GRADUATE SKILLS

---

The [Griffith Graduate Statement](#) states the characteristics that the University seeks to engender in its graduates through its degree programs.

This course contributes to development of the following skills:

Graduate Skills	Taught	Practised	Assessed
Effective communication (written)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Effective communication (oral)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective communication (interpersonal)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Information literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical evaluation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work autonomously	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Work in teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creativity and innovation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical behaviour in social / professional / work environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Responsible, effective citizenship	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## TEACHING TEAM

---

Convenor Details	Gold Coast
Campus Convenor	Dr Tim Wakeley
Email	t.wakeley@griffith.edu.au
Office Location	G06 2.21
Phone	5552 9769
Fax	5552 8068
Consultation times	To be advised via course website

Other teaching team members:

	TBA
Email	
Office Location	
Phone	
Fax	
Consultation times	

## COURSE COMMUNICATIONS

---

Outside class and consultation times, email is the most efficient way for students to communicate with the Course Convenor or any other member of the Teaching Team. Before sending an enquiry, however, please check this Course Outline and the course website, as often the required information is already provided there. For lengthy answers to questions about the course's content, please use consultation times rather than emails.

## TEXTS AND SUPPORTING MATERIALS

---

### Prescribed textbook

The following text covers approximately 75% of the subject matter for the course.

**Earl, P. and Wakeley, T. (2005) *Business Economics, a Contemporary Approach*, McGraw-Hill Education, London. (ISBN 0 07 7103920)**

You should obtain a copy of this text.

It is also strongly recommended that you obtain:

**Northedge, A. (2005) *The Good Study Guide (New Edition)*, The Open University, Milton Keynes, UK. (ISBN 0 7492 5974 4)**

This is an invaluable guide to study skills and writing. On this course, and throughout your MBA studies, you will be expected to demonstrate a high proficiency in writing analytically and critically. This book will help you to develop these skills. The book can usually be obtained from the internet bookseller, [www.amazon.co.uk](http://www.amazon.co.uk).

### Supporting materials

The remaining 25% of the subject matter will be supported with lecture notes, handouts and other references including parts of the texts below.

### Highly recommended books

Borland, J. (2008) *Microeconomics: Case Studies & Applications*, Cengage Learning, Melbourne (this is an excellent book for demonstrating how to APPLY economics to the real world).

Frank, R.H. (2007) *The Economic Naturalist: Why Economics Explains Almost Everything*, Virgin Books, London (an excellent primer in the economic way of thinking).

McTaggart, D., Findlay, C., & Parkin, M. 2007 *Economics*, 5<sup>th</sup> edition. Pearson, Sydney. (Basic economic principles)

Gans, J., King, S., Stonecash, R. and Mankiw, N. 2005, *Principles of Economics*, 3rd edition, Nelson, Sydney. (Basic economic principles)

### Other useful books

Besanko, D., Dranove, D., Shanley, M. & Schaefer, S. 2004, *The Economics of Strategy*, 3<sup>rd</sup> Edition, John Wiley & Sons, N.Y.

Foss, N.J. 1997, *Resources, Firms & Strategies*, Oxford University Press, Oxford.

Kay, J. 1995, *Why Firms Succeed*, Oxford University Press, New York.

Kay, N.M. 1997 *Pattern in Corporate Evolution*, Oxford University Press, Oxford.

Milgrom, P. and Roberts, J. 1992, *Economics, Organization, and Management*, Prentice Hall, N.Y.

Nagle, T. and Holden, R.K. 2002, *The Strategy and Tactics of Pricing*, 3<sup>rd</sup> edition, Prentice-Hall, N.J.

### Useful journals to consult (<http://www.gu.edu.au/ins/lils/coll/ejournal/busi.html>)

*Business Review Weekly; Australian Economic Review; Economic Papers; Journal of Economic Perspectives; Strategic Management Journal; California Management Review; McKinsey Quarterly; Sloan Management Review; Harvard Business Review; International Journal of the Economics of Business; Journal of Economics and Management Strategy; Managerial and Decision Economics; Journal of Evolutionary Economics; Industrial & Corporate Change.*

## SECTION B – ADDITIONAL COURSE INFORMATION

You should refer to the course website for updated information about this course, including rules applicable to MBA students.

## Scope of Course Evaluation

A course evaluation questionnaire will be given to students in the second last session at each Campus. The purpose of this evaluation is to provide feedback to teaching staff about their approaches to teaching and to inform changes to resources and course content.

**The Department of Accounting, Finance and Economics (AFE) administers this course.**

### 1.0 Rules

Enrolment in this course is undertaken on the basis that prior assumed knowledge has been gained by the attainment of a grade of "P" (pass) or above in the prerequisite course/s (if applicable). Failure to adhere to this recommendation may result in you having difficulty with the course and not being able to successfully complete it. Any additional support or special assistance cannot be expected or requested if you have not completed the recommended prerequisite course/s.

To be eligible to pass this course, students are required to complete **all** forms of assessment and must demonstrate a reasonable degree of competence in the required course objectives as examined in each form of assessment.

Non-submission of a piece of assessment will incur a fail grade for this course.

Students must achieve 40% in the final exam or a grade of fail will apply.

Students are expected to spend time outside of supervised class periods developing skills and knowledge.

Any dishonest assignments will be dealt with under the rules applying in "The Process of Assessment, Grading and Dissemination of Results" and Status 8.2 - Student Good Order as defined in the University Calendar.

"Dishonest assignment" includes:

- deliberate copying or attempting to copy the work of other students;
- use of or attempting to use information prohibited from use in that form of assessment;
- submitting the work of another as your own;
- plagiarism (i.e. taking and using as your own, the thoughts and writings of another with the intent to claim the work as your own);
- any student found knowingly to have helped another student to produce an assignment dishonestly will incur the same penalty awarded to that student.

Full and detailed acknowledgment (e.g. notation, and/or bibliography) must be provided if contributions are drawn from the literature in preparation of reports and assignments.

### 2.0 **Submission and processing of assignments**

Formal procedures for the submission of assessment items have been established by the Department.

All submissions for assessment (unless otherwise directed by the Course Convenor) must be word processed with Times New Roman font 12 pt, 1.5 spacing. Leave a margin of 3 cm on the left for marker comments. The official submission of assignments is in paper form, with the correct cover sheets. Assignments can be emailed to convenors at their request but this is in addition to the official submission.

All students are required to keep a copy of their assessment item until it is marked and returned to them. Where this is not possible students should, at the very least, keep rough notes used in the preparation of the assignment. Marked assignments should be kept until the final grade has been awarded. Should a student wish to appeal against a grade awarded, all marked assignments along with a review of grade from must be send to the Convenor.

### **How to submit an assignment:**

Assignments received by fax will not be accepted.

All students are required to submit their assignments to the Off Campus & Assignment Handling Services. Assignments should be submitted with an attached fully completed cover sheet, and if an official receipt is desired, an official "Assignment Submission Receipt" form.

*How to submit an assignment to Off Campus & Assignment Handling Services (OCAHS) :*

Attach a completed [OCAHS Assignment Cover Sheet](#) (Requires Acrobat Reader [Download](#)) or [OCAHS Group Assignment Cover Sheet](#) (Requires Acrobat Reader [Download](#)) to the front of your assignment. These are available either in your study materials (if they are forwarded to you) or are available from the OCAHS office. Incomplete information may result in delays in processing your assignments.

Students who are required to submit their assignment on campus may do so at the following locations:

GOLD COAST CAMPUS: Copying & Printing Services, Gold Coast Library.

Students should attach a completed Assignment Cover Sheet, and if an official receipt is desired, an official "Assignment Submission Receipt" form (both forms are available at the Lending Services Desk in QCA Library).

The receipt form will be time stamped and then returned to the student. Students must hand in assignments before the library closing time on the date the assignment is due. All relevant student/course information must be included (including the correct code, tutor names, student no., etc)

Copies with the attached cover/receipt sheets should be submitted to the "Assignment Submission Box" at the QCA Library Lending Services Desk (there's a metal chute at the front of the desk).

### **Alternative.**

Assignments can also be handed to the course lecturer at class. You are responsible for ensuring you receive a receipt using the "Assignment Submission Receipt" form, or that your name is checked off as received on an assignment submission checklist.

## **3.0 Extension to assignment submission dates**

### **3.1 Submission of assignments after due dates**

The responsibility for submitting assessment items by the due date rests with the student. Any assignment received after the appropriate due date will be considered "late".

### **3.2 Penalty for late submission of assignments**

As due dates are carefully scheduled at the commencement of semester, late assignments will not normally be accepted, except in cases of illness or other exceptional circumstances. In such cases, the assignment must be accompanied by documentary proof of illness, and a written request for the assignment to be accepted without penalty. If an extension has not been granted assignments will be penalized in accordance with University policy.

### **3.3 Requests for extensions**

Requests for extension must be submitted in writing, with appropriate documentation, in advance of the specified submission date to the Course Convenor. Requests made after the assessment item is due will not be considered.

Course Convenors can grant extensions for the submission of assessment items up to the date on which the item is due to be returned to students. Further extensions and any extension beyond the end of Week 15 can only be granted by the MBA Director.

### **3.4 Procedures for Granting Extensions**

Course Convenors are responsible for keeping records of extensions granted by them and making these records available to the Program Service Officer GBS, as required.

#### **4.0 Return of assessment items**

Return of assessment items will either be by the lecturer or for collection from the relevant GBS office.

Marked assignments will not be returned by post.

The collection of assignments is the responsibility of students.

Assignments will be held for six (6) months and then destroyed.

Students may authorise other students to collect assignments on their behalf by providing the collecting student with a signed note and their Student ID card.

#### **5.0 Notification of Results**

Results will be posted on the *Learning@Griffith* website at the course convenor's discretion. Results will be by student number only. Final grades will be posted on eNABLE.

#### **6.0 Appeals Against Award of Grade**

Students are encouraged to discuss with academic staff their performance in assessment items during a course. Where a student believes that an error has been made or an injustice done in respect of the grade awarded for a course, the student may request a review of the grade. Details of university policy on this matter are available at [http://www.gu.edu.au/ua/aa/ppm/tal/content/aad\\_asspol\\_fs.html](http://www.gu.edu.au/ua/aa/ppm/tal/content/aad_asspol_fs.html)

#### **7.0 Award of Grade**

The following range of grades apply to this course:

##### **High Distinction (HD)**

Exceptional performance indicating complete and comprehensive understanding of the course matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

##### **Distinction (D)**

Excellent performance indicating a very high level of understanding of the course matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course.

##### **Credit (C)**

Good performance indicating a high level of understanding of course matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the course; some minor objectives not fully achieved.

##### **Pass (P)**

Satisfactory performance indicating an adequate understanding of most of the basic course matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of all major objectives of the course; failure to achieve some minor objectives.

##### **Fail (F)**

Unsatisfactory performance indicating an inadequate understanding of the basic course matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve major and minor objectives of the course.

Other grades which may be awarded are:

**Fail, No Submission (FNS)**

Did not present any work for assessment, to be counted as failure

**Withdrawal with failure (WF)**

Cancelled enrolment in the course after the final date for withdrawal without failure.

<b>SECTION C – KEY UNIVERSITY INFORMATION</b>
---

**ACADEMIC MISCONDUCT**

---

Students must conduct their studies at the University honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is academic misconduct and is unacceptable.

Some students engage deliberately in academic misconduct, with intent to deceive. This conscious, pre-mediated form of cheating is one of the worst forms of fraudulent academic behaviour, for which the University has zero tolerance and for which penalties, including exclusion from the University, will be applied.

However the University recognises many students commit academic misconduct without intent to deceive. These students may be required to undertake additional educational activities to remediate their behaviour.

Specifically it is academic misconduct for a student to:

- **Cheat in examinations and tests** by communicating, or attempting to communicate, with a fellow individual who is neither an invigilator or member of staff; by copying, or attempting to copy from a fellow candidate; attempting to introduce or consult during the examination, any unauthorised printed or written material, or electronic calculating or information storage device; or mobile phones or other communication device, or impersonates another.
- **Fabricate results** by claiming to have carried out tests, experiments or observations that have not taken place or by presenting results not supported by the evidence with the object of obtaining an unfair advantage.
- **Misrepresent themselves** by presenting an untrue statement or not disclosing where there is a duty to disclose in order to create a false appearance or identity.
- **Plagiarise** by representing the work of another as their own original work, without appropriate acknowledgement of the author or the source. This category of cheating includes the following:
  1. collusion, where a piece of work prepared by a group is represented as if it were the student's own;
  2. acquiring or commissioning a piece of work, which is not his/her own and representing it as if it were, by
    - purchasing a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
    - submitting a paper written by another person, either by a fellow student or a person who is not a member of the University;
  3. duplication of the same or almost identical work for more than one assessment item;

4. copying ideas, concepts, research data, images, sounds or text;
5. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
6. cutting or pasting statements from multiple sources or piecing together work of others and representing them as original work;
7. submitting, as one own work, all or part of another student's work, even with the student's knowledge or consent.

A student who willingly assists another student to plagiarise (for example by willingly giving them their own work to copy from) is also breaching academic integrity, and may be subject to disciplinary action.

Visit the University's Institutional Framework for Promoting Academic Integrity Among Students for further details.

## **PLAGIARISM DETECTION SOFTWARE**

---

The University uses plagiarism detection software. Students should be aware that your Course Convenor may use this software to check submitted assignments. If this is the case your Course Convenor will provide more detailed information about how the detection software will be used for individual assessment items.

## **HEALTH AND SAFETY**

---

Griffith University is committed to providing a safe work and study environment, however all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information can be obtained from [http://www.griffith.edu.au/hrm/health\\_and\\_safety/](http://www.griffith.edu.au/hrm/health_and_safety/)

Information about Laboratory safety can be obtained from [http://www.griffith.edu.au/ots/secure/health/content\\_labsafety.html](http://www.griffith.edu.au/ots/secure/health/content_labsafety.html)

## **KEY STUDENT-RELATED POLICIES**

---

All University policy documents are accessible to students via the University's Policy Library website at: [www.griffith.edu.au/policylibrary](http://www.griffith.edu.au/policylibrary). Links to key policy documents are included below for easy reference:

[Academic Calendar](#)

[Academic Standing, Progression and Exclusion Policy](#)

[Assessment Policy](#)

[Examinations Timetabling Policy and Procedures](#)

[Guideline on Student E-Mail](#)

[Health and Safety Policy](#)

[Institutional Framework for Promoting Academic Integrity Among Students](#)

[Policy on Student Grievances and Appeals](#)

[Student Administration Policy](#)

[Student Charter](#)

## **UNIVERSITY SUPPORT RESOURCES**

---

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources available to students are included below for easy reference:

[Learning Centres](#) - the University provides access to common use computing facilities for educational purposes. For details visit [www.griffith.edu.au/cuse](http://www.griffith.edu.au/cuse)

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith student portal.

[Student Services](#) facilitate student access to and success at their academic studies. Student Services includes: Careers and Employment Service; Chaplaincy; Counselling Service; Health Service; Student Equity Services (incorporating the Disabilities Service); and the Welfare Office.

[Learning Services](#) within the Division of Information Services provides learning support in three skill areas: computing skills; library skills; and academic skills. The study skills resources on the website include self-help tasks focusing on critical thinking, exam skills, note taking, preparing presentations, referencing, writing, proof reading, and time management.