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DESCRIPTION
This is a capstone course in the Master of Business Administration. The objective of this course is to provide an evidence-based understanding of best practice in strategic management, including business policy and corporate strategy. As a research-led course it will explore a range of strategic management theories, and half the assessment will take the form of a research project.

**Requisites**

You are not able to enrol in this course if you have completed MGMT7102
(http://programsandcourses.anu.edu.au/2016/course/MGMT7102)

**LEARNING OUTCOMES**

Upon successful completion of the requirements for this course, students will be able to:

- define, explain and illustrate a range of strategic management theories;
- analyse an organisation's internal and external strategically relevant environments by applying appropriate theories, models and heuristics;
- undertake an applied research project in the field of strategic management;
- explain how to apply evidence-based best practice strategy analysis and execution;
- demonstrate a critical understanding of strategic management theories and current empirical research associated with the topics covered in this course; and,
- communicate effectively in oral and written forms about strategic management theories and their application using appropriate concepts, logic and rhetorical conventions.

**SCHEDULE**

**Research-Led Teaching**

The lectures content will be based on the rigorous scholarly research in the field of strategic management including the lecturer's own research

**Continuous Improvement**

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- This course makes use of a ‘menu-system’ in its assessments. This was introduced for the first time in 2014, and, as one would expect, students from that cohort commented that greater clarity in how the menu system worked, and more help with choosing assessment menus would be appreciated. Accordingly, we will be improving the way we communicate the assessment system (in the course outline, on wattle, and in the lectures) and making sure every student is clear in his / her understanding of how it works.

**Textbook:**

The textbook we will use for this course is “Economics of Strategy” Wiley., 6e (by Besanko, Dranove, Shanley, & Schaefer). This should be available for purchase at the Co-op bookshop. Alternatively, you can purchase a (cheaper) electronic copy from the publisher. The link will be available on Wattle.
The following are the relevant chapters from the textbook:

<table>
<thead>
<tr>
<th>Topics</th>
<th>Textbook chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Nil</td>
</tr>
<tr>
<td>Economics primer</td>
<td>Economics primer chapter (before chapter 1)</td>
</tr>
<tr>
<td>Horizontal boundaries of the firm</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Vertical boundaries</td>
<td>Chapter 3 / chapter 4</td>
</tr>
<tr>
<td>Strategic alliances</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Industry and competitor analysis</td>
<td>Chapters 5 &amp; 8</td>
</tr>
<tr>
<td>Strategic positioning</td>
<td>Chapters 9 and 11</td>
</tr>
</tbody>
</table>

Please also see the schedule below for additional readings.

**Course Schedule:**

This is a concise version of the schedule of topics for each week. Please note that slight variations from this schedule might occur, depending on how we progress in the course.

<table>
<thead>
<tr>
<th>Week/Session</th>
<th>Summary of Activities</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Strategy and economics; economics primer</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Economics primer</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Scope of the firm – part 1 (Scale and horizontal boundaries)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Scope of the firm – part 2 (Vertical and geographical boundaries)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Scope of the firm – part 3 (Vertical and geographical boundaries, contd.) / strategic alliances</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Industry and competitor analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mid-semester break</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Industry and competitor analysis (contd.)</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>9</td>
<td>Strategic positioning</td>
<td>Strategy write-up due (menu 3) Take home exam due (menus 1 and 2)</td>
</tr>
<tr>
<td>10</td>
<td>Strategic positioning / In-class presentations</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>In-class presentations</td>
<td>Reflective piece due (menus 2 and 3)</td>
</tr>
<tr>
<td>12</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>In-class long exam</td>
<td></td>
</tr>
</tbody>
</table>

And here is the more detailed version (with additional readings):

**Week 1**

**Introduction to the course**

Readings:


For an interesting read:


Preliminary steps towards forming student groups
### Economics primer

**Readings:**

"Introduction" and "primer" chapters of textbook

**Readings for discussion in class:**

Think about: why are there different perspectives to studying strategy? Which perspective would you adopt if you were designing this course?


For discussion in class: (Where does competitive advantage come from?)

(available electronically from the ANU library at http://www.jstor.org/stable/1814804)


Scope of the firm – part 1

(Scale, and horizontal boundaries of the firm)

Chapters 2 and 3 of the textbook

For discussion in class: (Where does competitive advantage come from? Part 2)

NB: why are there sustained differences in profits?)


(Available via ANU library: http://jom.sagepub.com/content/17/1/99)


(http://www.jstor.org/stable/1303000))


Scope of the firm – part 2

(Vertical and geographical boundaries of the firm)

Chapters 2 and 3 of the textbook
Scope of the firm – part 3
(Vertical and geographical boundaries contd.) / Strategic alliances

Industry and competitor analysis
Chapters 5 and 8 from the textbook
Porter, M.E. 2008. The five competitive forces that shape strategy.
Chapter 2 in Harvard Business Review's 10 must reads: On Strategy,
Harvard Business School Press (available on wattle)

Mid-semester break

Industry and competitor analysis
Chapters 5 and 8 from the textbook

Strategic positioning
Reading:
Chapters 9 and 11 from the textbook
Strategy write-up due on Friday (menu 3)
Take home exam due (menu 1 and 2)

In-class presentations

In-class presentations
Reflective piece due on Friday

Review

In-class long exam

ASSESSMENT OVERVIEW

Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment menus</td>
<td>100</td>
<td>All</td>
<td>This course uses an assessment menu system which allows you to customise your learning to your needs. Please refer to the &quot;Assessment Items&quot; section below for details</td>
</tr>
</tbody>
</table>
Grading Scale

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

The assessment structure for this course caters to the fact that students enrol in this course for different reasons and, hence, very often have different goals and ambitions. Some would like to gain a deep understanding of the subject matter, while for others, for very legitimate reasons, a basic understanding would suffice. The principle behind this (new) assessment structure is that it doesn’t make sense for students with different goals and ambitions to undertake the same set of assessment items. Particularly, it doesn’t make sense to have a student with relatively modest goals go through an assessment designed to test higher-order understanding. An assessment that tests basic understanding will suffice. Similarly, for students aiming at deeper levels of understanding, an assessment designed to test that kind of understanding is more appropriate. This is the principle underlying the following assessment plan.

There are three “menus” of assessments below that students can choose from. The important thing to be aware of is that there is an upper limit on the grade / mark that students can receive by completing each menu. In other words, by completing an assessment menu designed for basic understanding, you will not be able to achieve a high distinction (HD) grade for this course. Completing the basic assessment menu, however (provided you do demonstrate basic understanding of the course material and complete the assessment successfully) almost guarantees you will pass the course.
Assessment menu 1

Choosing this menu means the maximum score you will get for the course will be capped at 59 (pass). It only tests basic understanding and demonstration of the learning outcomes. If you are aiming for a higher mark, choose from either of the following two menus.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic take home exam</td>
<td>100%</td>
<td>Week 9</td>
<td>All</td>
</tr>
<tr>
<td>(A set of five questions that test basic understanding of the course material. Each requires a 200 word answer)</td>
<td>Maximum possible mark you will get from completing only this assessment is 59 (pass)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment menu 2

Choosing this menu means the maximum score you will get for the course will be capped at 69 (which is a credit). You will not get a distinction or high distinction. If you are aiming for D or HD, you need to choose menu 3.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic take home exam</td>
<td>60%</td>
<td>Week 9</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>(A set of five questions that test basic understanding of the course material. Each requires a 200 word answer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Reflective essay (750 words see description below)</td>
<td>30%</td>
<td>3pm on Friday, 13 May (week 11)</td>
<td>3,4</td>
</tr>
</tbody>
</table>
Assessment menu 3

If you are aiming for a distinction and high distinction in this course, you will need to choose this assessment menu. It is designed to test deeper understanding, as well as higher levels of achievement of the learning outcomes.

It is important to remember that completing this menu is NOT a guarantee you will get a D or HD. It gives you a shot at it. Whether you achieve your desired grade, or a lower one, depends on the level of understanding and learning you demonstrate in the assessment.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Value</th>
<th>Due Date</th>
<th>Linked Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 In-class long exam (this is still basic, but at a slightly more difficult level than the basic assessment in the above menus)</td>
<td>30%</td>
<td>Week 13</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>2 Class participation</td>
<td>10%</td>
<td>Ongoing</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>3 Reflective essay (750 words see description below)</td>
<td>25%</td>
<td>3pm on Friday, 13 May (week 11)</td>
<td>3,4</td>
</tr>
<tr>
<td>4 Strategy presentation (group work)</td>
<td>15%</td>
<td>In weeks 10 and/or 11</td>
<td></td>
</tr>
<tr>
<td>5 Strategy write up (group work)</td>
<td>20%</td>
<td>Fri, 30 April (Week 9)</td>
<td></td>
</tr>
</tbody>
</table>

Important things to consider in your choice:

1. You are better off making up your mind as early as possible in the semester. Ideally, you should decide by week 2 or 3.
2. Are changes possible? Ideally, once you have made up your mind, you shouldn’t change from one assessment menu to another.
3. You will not get a grade higher than the cap for each menu (i.e., a pass for menu 1, a credit for menu 2, and a D or HD for menu 3). But, on the other hand, it is possible that you get a mark at a lower grade level. For example, you may complete the items in menu 3, but if your performance is not at a D or HD level, you will get a mark in the fail, pass, or credit range. In other words, choosing a menu is not a guarantee that you will end up with a mark in that range.
Assessment Tasks

Strategy Project

Given this is a course on strategy, it is only natural that one of the key assessment items is a strategy project. You complete this as a group. We expect that groups will be of three students max. The case that will be the basis for this assignment is available on Wattle. It depicts the story of a Hungarian telecom at strategy crossroads. In brief, your goal is to design a strategy that solves the problem that this particular organization is facing.

There are two main deliverables from this project. The first is the write-up of your strategy. This is due on Friday of week 9 and needs to be around 2000 words. The second, is a presentation of your strategy recommendation to the (fictitious) management team of these organizations. This will happen in-class in weeks 10 and/or 11.

One approach to coming up with a strategy recommendation is to follow the "diagnosis - guiding principle - coordinated actions" framework that Rumelt suggests in his book "Good Strategy / Bad Strategy". The essence of this framework is also available in the McKinsey Insight article titled "The perils of bad strategy" that is prescribed reading for week 1. A link to the article is available on wattle. What would be critical is how you use the information available in the case to converge on your diagnosis. The suitability of your "guiding principle" to your diagnosis, the executability of your recommended coordinated actions, as well as its coherence with the guiding principle are also important.

Your analysis should also be based in some ways on what you think are the sources of competitive advantage for this organization. You might use the readings prescribed for week 4 (available of wattle) as a means of identifying where competitive advantage comes from for this particular organization.

Finally, you should try to use the information in the case to conduct a brief industry and strategic positioning analysis, along the lines of what we discuss in class.

I will leave it up to you to find ways of incorporating all the above elements into one coherent and cogent strategy recommendation for this particular organization. The end product needs to be a polished strategy document that the management team of Matav would be happy to accept and implement.

Reflective Essay

There are three sets of journal articles that are assigned readings for weeks 2, 3, and 4. Links to these are available on Wattle and on this outline. Each set contains articles representing different viewpoints in a debate relevant to the strategy field of knowledge. And across the articles in each set, there is a storyline that, in some cases, depicts the evolution of the debate over time. In the reflective essay assessment, you will record your reflections on one of the three sets of readings.

So, as a first step, you will choose one of the three sets of readings. For example, if you were interested in the 'economics' versus 'behavioral' perspectives in strategy, you would choose the set of readings that were assigned for week 2. If, on the other hand, you were interested in reflecting on various perspectives on the 'sources of competitive advantage', you would choose the readings for week 4.

As the second step, you would read these papers carefully. I am aware that some of the
articles are dense, and may not be easily comprehended. That is ok. Our interest is in the overall ideas of the papers, rather than their intricate technical details. You should then also search for and gather more journal papers that are relevant to the topic / debate for that week. Naturally, I cannot assign ALL the relevant papers in a debate as reading material. I have picked and chosen a few key ones. Your reflective piece would be all the better if you reach out to more papers beyond the ones that I have recommended.

As the third step, I would like you to sit back and reflect on what you have read. Think about being in an intellectual cafe, conversing with the group of authors of the papers you have read. What would you say to them about their collective work. Do you think their collective work is interesting and important? Is it compelling? Is it exciting? Do you think that, as a group, they have been on the right track to finding answers to the issues they have been debating? Do you think there could be ways to integrate their work together? Is there a storyline that connects their work together? If they invite you to come back again to join them for coffee so they can listen to your deep insights, what would your comments to them look like? These are some of the questions that you might keep in mind while reflecting on the papers.

What you need to submit (i.e., your “deliverable”) is your 750 word written version of this reflection. The word count is exclusive of references, tables, etc. In the written reflection, you need to include the following:

(a) A title that that you have come up with that clearly implies which of the three sets of readings you are basing your reflection on

(b) A very brief overview of the papers you have chosen to reflect on (at the minimum, these should consist of the assigned papers). In the overview, your focus should be on highlighting the storyline that connects the papers. What we don’t want is a “he said this”, “she said that” account.

(c) The larger part of the reflective report should be your own reflections on what you have read. You need to try and bring precision and coherency into your reflection, and also, you need to try and demonstrate deeper levels of thinking and insight. You need to say what you might do as a scholar to either extend the body of work you have just read. For example, you might suggest ways of evaluating competing arguments or standpoints in the debate. Or, alternatively, you might suggest ways to integrate the competing viewpoints in the literature into one coherent, mutually compatible view. Whatever you do, you should try hard to make unique and insightful observations. Afterall, this is a reflective piece and not a standard essay assignment.

Feel free to use figures, tables, or charts if they better convey your ideas. But do also describe your figures and charts in the text.

(d) Finally, you need to include full references to all the papers you have read and reflected on in this piece. Harvard style referencing is what we usually require.

The deadline for this assessment is 3pm on Friday of week 11. You need to submit your essay through wattle, but also in hard copy at the Research School of Management office on level 2, LFCrisp building.

Please do not hesitate to ask if you have any further questions.

Participation

This course is discussion-oriented, which means that each student must be prepared to
contribute to class discussions by either directly participating in the discussion or bringing interesting issues to the attention of the class. You can expect to be cold-called at any stage to help in the discussions. The extent to which you contribute to the discussion of cases and articles, and to general class discussion will influence your participation mark.

You will be provided with more information in class on how participation will be graded. But in general, this course values quality more than quantity, so students who provide insightful ways to further class discussion will be rewarded.

Examination(s)

The final long exam assessment (for menu 3) will be a closed book one and consist of a combination of multiple choice and short essay type questions (some of which may be based on a short case study). The exam duration will be 2 hours plus reading time, and an introduction to the exam will be provided in one of the last few classes of the semester. The exam will be comprehensive and will cover all topics covered in the course. Questions will require that you to both identify and more particularly demonstrate that you are seeking to apply course materials/models/concepts/frameworks.

The take-home exam under assessment menu’s 1 and 2, as described above, will contain five questions to each of which you need to write a 200-word answer.

COURSE EXPECTATIONS

Announcements

Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.
**Tutorial and/or Seminar registration**

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

**Extensions and penalties**


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

**Special consideration for assessments**

Students who are unable to submit their assessment by the due date may be eligible for an extension if supported by an Application for Special Consideration.


Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to three working days after the due date of the affected assessment.
The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0cccdd0cac7c6d1c2d7caccde3c2cdd68dc6c7d68dc2d6). You will be notified by your lecturer if an extension has been approved.

**Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

**Resubmission of assignments**

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

**Returning assignments**

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

**Referencing requirements**

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the Academic Skills website: https://academicskills.anu.edu.au/resources/handouts/referencing-basics (https://academicskills.anu.edu.au/resources/handouts/referencing-basics)

**Deferred examinations**

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:
- Complete the form at http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations
- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:deferred.examinations@anu.edu.au)

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

Finalisation of Marks and Grades

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

Use of Assignments as exemplars and grade moderation

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

ANU POLICIES

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Key policies include:
- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

Academic Integrity
Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

**Assessment Requirements**

Where possible, assessment items are submitted online through Turnitin. The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity.

For additional information regarding Turnitin please visit the ANU Online website (http://online.anu.edu.au/help_support/turnitin).

**Student Feedback**

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities...
for improvement.


**Student Support Services**

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at http://students.anu.edu.au/ (http://students.anu.edu.au/), including:

- the Counselling Centre at http://counselling.anu.edu.au/ (http://counselling.anu.edu.au/)

**Library**

- Information about the library can be found at http://anulib.anu.edu.au (http://anulib.anu.edu.au/)
- For free training in information skills and computer skills see http://anulib.anu.edu.au/research-learn (http://anulib.anu.edu.au/research-learn)/