ECON320  ECONOMICS OF SMALL AND MEDIUM ENTERPRISES  6 CP

Assumed knowledge: fundamental macroeconomic and microeconomic concepts.

Subject outline and other materials available on WebCT

AUTUMN  WOLLONGONG CAMPUS  2007

Lecturer/Coordinator/Tutor

ASSOC. PROF. CHARLES HARVIE  School of Economics
Room:  40.202  Ph:  42213702  email:  charvie@uow.edu.au
Consultation:  Monday  Time:  2.30pm-4.30pm
Tuesday  Time:  10.30am-12.30pm
**SECTION A: GENERAL INFORMATION**

**LECTURE TIMES**

Lectures will be held on **Wednesday at 13:30-15:30**  Room 19.1038

**TUTORIAL TIME**

Tutorials will be held on **Wednesday at 15.30-16.30**  Room 19.1038

**LECTURE PROGRAM**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics Covered</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28/02/07</td>
<td>SMEs and their economic contribution; introduction to the theory of the firm</td>
<td>Harvie &amp; Lee (2000b), Ch. 1; Coase (1937); Nguyen (2000)</td>
</tr>
<tr>
<td>2</td>
<td>07/03/07</td>
<td>Theories of Entrepreneurship</td>
<td>Deakins and Freel (2003), Ch. 1</td>
</tr>
<tr>
<td>3</td>
<td>14/03/07</td>
<td>SMEs and Innovation</td>
<td>Deakins and Freel (2003), Ch. 7</td>
</tr>
<tr>
<td>4</td>
<td>21/03/07</td>
<td>SMEs and e-Commerce</td>
<td>Deakins and Freel (2003), Ch. 8; OECD (2000c); PriceWaterhouse Coopers (1999); NOIE (2000)</td>
</tr>
<tr>
<td>5</td>
<td>28/03/07</td>
<td>The Role of Government</td>
<td>Harvie and Lee (2003)</td>
</tr>
<tr>
<td>7</td>
<td>18/04/07</td>
<td><em>Mid-session Test</em></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>25/04/07</td>
<td>ANZAC Day – Public Holiday</td>
<td>No lecture or tutorial</td>
</tr>
<tr>
<td>Page</td>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>23/05/07</td>
<td>Country case studies – Mature economies (SMEs in the EU)</td>
<td>OECD (2000a), OECD (2000d),</td>
</tr>
</tbody>
</table>

**TUTORIAL QUESTIONS**

**Tutorial sheet No. 1**

**SMEs and Their Economic Contribution; Introduction to the Theory of the Firm**

**Questions**

1. Outline and critically evaluate the neoclassical treatment of firms.
2. Outline the transaction cost approach to the theory of the firm. In what way is it different from the treatment of firms in neoclassical economics?
3. Critically discuss some theories of the firm that you are familiar with. What do these theories have to say about the existence of small and medium-sized firms and the roles they play in the economy?

**Tutorial sheet No. 2**

**Theories of Entrepreneurship**

**Questions**

1. What is an entrepreneur? Discuss the different views of the entrepreneur in the literature.
2. Is entrepreneurship a factor of production, a resource akin to land, capital or labour, receiving as its reward a factor payment, or is the return to the entrepreneur qualitatively different from the return to other factors?
3. Critically discuss, with emphasis on the concept of “creative destruction”, the essential elements of the Schumpeterian view of the entrepreneur.
4. “The small firm is generally more a price-taker than a price-maker and must respond flexibly to market forces to survive.” Discuss.
Tutorial sheet No. 3

SMEs and Innovation

Questions

1. Discuss the concept of innovation in the context of SMEs.
2. What are the advantages of small firms over large firms in the entrepreneurship and innovation process?
3. Discuss some external interactions that are possible for innovative entrepreneurs that might affect the process of innovation.
4. What are the principal ways that customers can be used to advantage by innovative entrepreneurs?

Tutorial Sheet No. 4

SMEs and e-Commerce

Questions

1. What elements do you consider are characteristic of the knowledge-based economy? What factors have influenced the growth of the knowledge-based economy?
2. What are the main barriers to the adoption of electronic commerce by small firms? What can be done to best overcome these barriers?
3. How can small entrepreneurial firms utilise the Internet to compete with large firms?

Tutorial Sheet No. 5

The Role of Government

Questions

1. Critically discuss and evaluate the principal arguments put forward to justify government support for SMEs.
2. Discuss the role of market failure in formulating government policy. What kinds of market failure are said to exist in relation to SMEs?
3. What are business networks? In what ways might networks operate to assist SMEs overcome some of their disadvantages?
Tutorial Sheet No. 6
Profile of, and key issues for, SMEs in East Asia and globally

Questions

1. What is an SME and how does this definition vary among the economies of East

2. SMEs have become less important with the growth of globalisation?

*3. In what ways does the SME sector contribute to the economies of East Asia? What are the major benefits to an economy from having a dynamic and entrepreneurial SME sector?

4. Identify some of the key dynamic and long-term trends of the SME sector in East Asia.

5. How does the importance of the SME sector change as an economy matures? Draw upon the experiences of the economies of East Asia.

*6. Identify the impact of the regional financial and economic crisis upon the SME sector in East Asia. Was there a uniform impact upon these economies?

*7. In what ways can the SME sector contribute to the economic recovery in East Asia?

8. Critically evaluate the role of the government and the market in the development of the SME sector. In market economies, what should be the role of government in supporting the SME sector?

9. Within a nation explain how SMEs can play an important role in regional development.

10. What role, if any, can SMEs play in the process of economic integration across the economies of East Asia?
Tutorial Sheet No. 7.

Case studies – Economies in Transition – China and Vietnam

Questions

*1 Identify the role and contribution of the non-state sector in China, and, more specifically, the contribution of private sector SMEs. What measures will be required in order for the private sector SMEs to develop further?

2. What contribution did the township and village enterprises make to the rapid growth of the Chinese economy during the period of the 1980s and early 1990s. Why were they so successful? How are they likely to fare in the context of China’s rapidly developing market economy?

*3. Discuss the contribution of the private sector, and SMEs in particular, to the Vietnamese economy. In what sectors of the economy does the private sector, and SMEs in particular, have the most potential to contribute to the further growth and development of the economy?

4. What measures will be required in Vietnam in order to encourage the further growth and development of the private sector and SMEs. What role should the government play in this process?

*5. Compare and contrast the progress made in China relative to that of Vietnam in the promotion of private sector SMEs.

6. What important contribution can the SME sector make to the transition process from a planned to market economy?

Tutorial Sheet No. 8.

Case studies – Mature market economies – the EU

Questions

*1. Critically evaluate the role and contribution of the SME Sector in the EU. What measures have been, and are being, implemented to improve the performance of the SME sector. How could these measures be improved upon?

2. At the mature stage of an economy’s development the role and contribution of the SME Sector traditionally tends to decline. Why is this, and should it be of concern to government?

*3. Discuss the key ingredients to ensure that mature economy SMEs remain are globally competitive.
Questions

1. Critically evaluate the role and contribution of the SME Sector in the Australian economy. What measures have been, and are being, implemented by the government to improve the performance of the SME sector. How could these measures be improved upon?

2. Critically evaluate the viewpoint that focusing upon the promotion of SMEs in Australia will be more effective in the promotion of growth, employment, efficiency and exports than one which focuses upon the promotion of large enterprises.

3. The exporting performance of Australian SMEs has been relatively disappointing. What can be done to improve this performance and what are the potential benefits arising from this if successful?

4. What are the major sources of finance for SMEs in Australia? How could access to finance for SMEs be improved?

5. Critically evaluate the importance of technology to the performance of SMEs. What measures have been implemented in Australia to enable SMEs to improve their level of technology?

6. Discuss in detail the reasons why Australian policy makers are interested in inter-firm networks and clusters, and how can the contribution of SMEs be improved in this regard? What successful examples of industry clusters exist in Australia?
## Summary of the lecture, tutorial and tutorial sheet schedule for the session

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TUTORIAL SHEET</th>
<th>LECTURE WEEK</th>
<th>TUTORIAL WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMEs and their economic contribution; Introduction to the Theory of the Firm</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Theories of Entrepreneurship</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>SMEs and Innovation</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>SMEs and e-Commerce</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The Role of Government</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Profile of, and key issues for, SMEs in East Asia and globally</td>
<td>6</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Mid session exam</td>
<td>NA</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>ANZAC DAY – Public holiday</td>
<td>NA</td>
<td>8</td>
<td>NA</td>
</tr>
<tr>
<td>Country case studies – Developing transition economies (SMEs in Vietnam and China)</td>
<td>7</td>
<td>9, 10, 11</td>
<td>9, 10,11</td>
</tr>
<tr>
<td>Country case studies – Mature economies (SMEs in the EU)</td>
<td>8</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Australia’s SME</td>
<td>9</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
BRIEF OUTLINE
The subject analyses the impact of entrepreneurs / small and medium-sized enterprises (SMEs) on important areas of the economy such as innovation, employment creation, trade and investment. The formulation of appropriate public policies with respect to SMEs will also be examined. Recent developments in the economic theory of business enterprises, backed up by case studies of a number of countries at various stages of economic and market development, will form the basis of the subject. Topics covered will represent a blend of the theory and practice of small business and enterprise development, and will include examining the links between firm size and performance, the distinct roles of different sized firms, and the relationship between firm size and innovation.

STUDENT LEARNING OUTCOMES
On successful completion of this subject, the student should be able to:
1. explain and evaluate core theoretical concepts which clarify the centrality of the economic and business notions of entrepreneurship for SMEs
2. demonstrate understanding of the processes of development of different sorts of SMEs in different contexts, drawing on theoretical and empirical data
3. discuss, debate and evaluate ideas on aspects of entrepreneurship and small business
4. demonstrate an understanding of the role, contribution, and significance of the SME sector in a number of contemporary Asian economies, and measures utilised to promote their development.

ATTENDANCE REQUIREMENTS
In order to maximise learning outcomes, it is strongly recommended that students attend all lectures.

PARTICIPATION/CONTRIBUTION TO TUTORIALS/SEMINARS
Attendance at tutorials is not compulsory. However, to obtain maximum benefit from this subject it is recommended that you attend tutorials on a regular basis. Tutorials are not to be regarded as sessions in which answers to the questions in the tutorial sheets are merely supplied to students. Students are expected to turn up to tutorials having done the background readings beforehand, be fully prepared, and to contribute to tutorial discussions.
PERFORMANCE LEVEL
To be eligible to pass this subject, students must achieve an overall mark of at least 45%, and at least 40% on the final examination.

REQUIRED TEXT(S)
No single textbook will be used for the subject. Instead, readings will be assigned for each topic. In addition, recommended readings are listed below which may be useful in extending your grasp of the topics covered.

RECOMMENDED BACKGROUND AND FURTHER READING
ABS (2002), Small Business in Australia, Canberra, Catalogue number 1321.0
ABS (2004), Characteristics of Small Business, Australia, Canberra, Catalogue number 8127.0
European Commission (2004), there is a considerable amount of information on European Union SMEs and entrepreneurship at: http://europa.eu.int/comm/enterprise/entrepreneurship/promoting_entrepreneurship/index.htm


Harvie, C. and Lee, B.C. (eds.) (2002b), *The Role of SMEs in National Economies in East Asia*, Volume 1, Edward Elgar, Cheltenham, UK *(Available from Commerce Resources Room)*.

Harvie, C. and Lee, B.C. (eds.) (2000), SMEs in a Global Economy, International Business Research Institute/Centre for SME Research and Development, Conference proceedings, University of Wollongong, 691pp, June *(Available from Faculty Resources Room)*.


Hong, S.Y., Park, J.H. and Park, J.Y. (1999), Status and prospects of small and medium enterprises (SMEs) in Korea, Korea Small Business Institute, Seoul, Korea.


OECD (2000a), Enhancing the competitiveness of SMEs through innovation, OECD meeting of ministers responsible for SMEs and industry, Bologna, Italy, Workshop No. 1 Innovation, June, http://www.conferenzabologna.ipi.it/Eng/dopo_la_conferenza/wk_rt.html
OECD (2000b) Local partnerships, clusters, and SME globalisation, OECD meeting of ministers responsible for SMEs and industry, Bologna, Italy, Workshop No. 2 Clusters, June, http://www.conferenzabologna.ipi.it/Eng/dopo_la_conferenza/wk_rt.html

OECD (2000c) Realising the potential of electronic commerce for SMEs in the global economy, OECD meeting of ministers responsible for SMEs and industry, Bologna, Italy, Workshop No. 3 E-commerce, June, http://www.conferenzabologna.ipi.it/Eng/dopo_la_conferenza/wk_rt.html

OECD (2000d) Enhancing the competitiveness of SMEs in transition economies and developing economies in the global economy and their partnership with SMEs of OECD countries, OECD meeting of ministers responsible for SMEs and industry, Bologna, Italy, Workshop No. 4 Partnerships, June, http://www.conferenzabologna.ipi.it/Eng/dopo_la_conferenza/wk_rt.html


This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.
**SECTION B: ASSESSMENT**

**WRITTEN ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment 1:</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>In what ways can the government encourage the growth of SMEs? In your opinion which of these are most likely to be successful. Justify and explain your answer.</td>
</tr>
<tr>
<td>Length:</td>
<td>Maximum length 1500 words. Essays of more than 1500 words will be penalised for excessive length – 10% for every page over the limit or proportion thereof.</td>
</tr>
<tr>
<td>Weighting:</td>
<td>10%</td>
</tr>
<tr>
<td>Due date</td>
<td>5.30 pm, Wednesday 2 May 2007 (Week 9)</td>
</tr>
<tr>
<td></td>
<td>Students are encouraged to begin work on the essay as soon as possible. Only under the most extreme of circumstances will an extension of the essay deadline be granted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 2:</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Choosing a country with which you are familiar, critically evaluate the contribution of the SME sector to its economic growth and development. Suggest ways in which the economic performance of the SME sector in this country could be improved.</td>
</tr>
<tr>
<td>Length:</td>
<td>Maximum length 1500 words. Essays of more than 1500 words will be penalised for excessive length – 10% for every page over the limit or proportion thereof.</td>
</tr>
<tr>
<td>Weighting:</td>
<td>10%</td>
</tr>
<tr>
<td>Due date</td>
<td>5.30 pm, Wednesday 30 May 2007 (Week 13)</td>
</tr>
<tr>
<td></td>
<td>Students are encouraged to begin work on the essay as soon as possible. Only under the most extreme of circumstances will an extension of the essay deadline be granted.</td>
</tr>
</tbody>
</table>

| Assessment 3:            | Class Presentation                                                   |
**Topic**

During the session each student must make one 20 minute (maximum) presentation on a selected topic. This will be followed by 5-10 minutes of questions from other students and your Tutor. The presentation Topic should be chosen from the list of tutorial questions provided (questions marked with an asterisk only), and correspond with when that topic is likely to be covered in Lectures. A maximum of two presentations is envisaged for each tutorial, with the possibility of 3 in selected weeks. You must confirm your presentation Topic and date of presentation with your Tutor.

**Length:**

Presenters must also prepare a three to four (maximum) page typewritten summary of their topic, for distribution to the class. If overheads are used, copies of these should be attached to your summary. They will not be included as part of the page limit. A copy of the summary should be sent to your Tutor before the presentation.

**Purpose of this assessment**

- To give the individual student practice in organising material around a specific topic, and making a presentation to the class.
- To give the rest of the class a summary and clear analysis of the major issues/concepts relating to that topic.

**Assessment of the presentation**

This will be made by your Tutor taking into account:

A. **Content of the Presentation (30%)**

- Was the Topic/Issue carefully explained? (Do not try to cover too much material. Make sure what you do cover is fully explained and understood.)
- Was the importance of the Topic/Issue made clear?

B. **Method of Delivery (30%)**

- Try to interest other students in the Topic, try not to be boring and certainly do not read from prepared notes!

C. **Quality of the summary pages distributed to the class (30%)**

D. **Manner in which Questions are answered (10%)**

**Weighting 10%**

**Due date**

Time and date of each individual presentation will be determined in the first tutorial of session.

Students are encouraged to begin work on their presentations as soon as possible. Failure to give this presentation will result in an automatic **fail** for the course.

**MID SESSION TEST**

**Weighting**

30%

**Date**

Wednesday of Week 7 (18 April 2007), 1.30pm-3.00pm, 19.1038.

This will consist of a 90-minute examination comprising 4 essay questions of which 3 must be answered. The test will be based on topics covered in Weeks 1-6.
EXAMINATIONS

## FINAL EXAMINATION

<table>
<thead>
<tr>
<th>Weighting</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>This will be published on SOLS 3 to 4 weeks before the examination period.</td>
</tr>
<tr>
<td>Time allowed</td>
<td>2 hours 15 minutes</td>
</tr>
<tr>
<td>Structure of paper</td>
<td>4 essay questions 3 of which must be answered. The examination will be based principally on lecture material covered in weeks 9-13.</td>
</tr>
</tbody>
</table>

**NOTE:** The examination format cannot be changed from that stated above without the written consent of all students enrolled in this subject.

## SCALING

All marks will be raw unadjusted (i.e. not scaled).

## SUBMISSION, RETENTION AND COLLECTION OF WRITTEN ASSESSMENT

An Economics Discipline essay box will be provided for the submission of your essays. The essays can also be submitted to the lecturer after the lecture or tutorials held on the due date. The essays can be obtained after marking from the lecturer (Room 40.202). The essays should have a cover sheet attached. These can be obtained from the Economics Discipline.

*Please note that FAXING of assigned work is not accepted within the Economics Discipline. If you fax your assigned work it will not be marked.*

Assessment tasks which are relevant to the final examination for the subject will be marked and available for collection prior to the study week before the final examination.

A Faculty of Commerce assignment cover sheet should be attached to each piece of written assessment.

This cover sheet can be obtained from the website:

## PENALTIES FOR LATE SUBMISSION OF ASSESSMENT

Assessed work must be handed in by the date and time given. Assessed work handed in late can be penalised by the deduction (from the mark given to the assessed work) of 5 percentage points per 24 hours of the weekday or part thereof. The operation of this rule will not result in a negative mark being carried forward.

## PLAGIARISM

Plagiarism means using the ideas of someone else without giving them proper credit. For example, that someone else may be an author, critic, journalist, artist, composer, lecturer, tutor or another student. Unintentional plagiarism can result if you don’t understand and use the acceptable scholarly
methods of acknowledgement. Whether plagiarism is deliberate or unintentional, the University may impose penalties, which can be very severe. When it is desirable, or necessary, to use other people’s material, take care to include appropriate references and attribution. **Plagiarism will not be tolerated and has led to expulsion from the University.**

Students should visit the following University website and become familiar with the University’s policy on Plagiarism.

### Section C: Rules, Codes of Practice & Policies

#### C1 University Policies

Information on the following University Policies can be found at the websites below:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical objection by students to the use of animal and animal products in coursework subjects</td>
<td><a href="http://www.uow.edu.au/about/policy/ethicalobjectionanimals.html">http://www.uow.edu.au/about/policy/ethicalobjectionanimals.html</a></td>
</tr>
</tbody>
</table>

* see brief explanation of policy below.

#### C1.1 Non-discriminatory Language

The Faculty of Commerce supports the University’s policy on the use of non-discriminatory language. It is the responsibility of students to ensure that they understand and abide by this policy. The policy is available at:

http://staff.uow.edu.au/eeo/nondiscrimlanguage.html
C1.2 Special Consideration Policy

The Faculty of Commerce recognises that it has a responsibility to ensure equity and consistency across its subjects for all students. Sometimes, in exceptional circumstances, students need to apply for special consideration in order to complete all assessable work.

The University applies strict criteria to the granting of special consideration. Before applying for special consideration students should carefully read the University’s policy. The policy can be found at:


Add any School specific procedures or information here {or delete statement}.

C1.3 Student Academic Grievance Policy

The Faculty of Commerce aims to provide a fair, equitable and productive learning environment for all its students. The Student Academic Grievance Policy seeks to support the achievement of this goal by providing a transparent and consistent process for resolving student academic grievances.

Any student who has a grievance over a result should obtain a Faculty of Commerce Appeal of Assessment Form from the Schools or the Sub-Dean’s Unit. The student should firstly take the form to the marker/lecturer to discuss the matter and, if the student is still not satisfied, s/he should take the next step as outlined on the form.

Once the grievance has been considered by the Faculty, if the student still feels the situation has not been fully resolved s/he may consult the Dean of Students. However, the Dean of Students can have no input into the academic judgement of the lecturer and can only review the grievance to ensure proper procedure has been followed.

For more information, please consult the policy in full at


C2 Faculty and School Policies

REFERENCING

WHY DO YOU NEED TO REFERENCE?

At University it is necessary to acknowledge the sources of information and ideas that you have incorporated in your assignments. Failure to do this thoroughly may result in accusations of plagiarism: this is the academic equivalent of stealing (because by not acknowledging someone else’s work, you are presenting it as your own). Plagiarism is taken very seriously by the University and may result in expulsion from the University.

Referencing is not only about acknowledging other people’s work: accurate referencing and lists of references are beneficial when researching a topic as they allow the reader to follow up information and read further into the area. In a sense, references provide readers with clues to help them explore different avenues of a topic. This aspect of referencing will become more valuable to you as you progress in your studies.

There is a correct procedure that must be followed when referencing and using footnotes. Not complying with these set techniques and format will most likely result in loss of marks.

When writing an essay it is easiest to reference as you go, making sure you are writing down all relevant information. This will save hours trying to find the source again in the library.

THE HARVARD SYSTEM OF REFERENCING
The Faculty of Commerce uses the Harvard system of referencing. This system makes use of short references within the body of the text. It is supplemented by a detailed list of references at the end of the text, which provides all the information necessary to find the source material. In-text references include the author and year of publication, and where necessary the page number(s).

*It is the responsibility of students to ensure that they are familiar with the Harvard system of referencing and that they use it accurately in all written work submitted.*

Students should consult the following University Library website for a detailed explanation and examples of the Harvard system of referencing.


**CITATION OF ELECTRONIC SOURCES**

It is necessary for students to reference all sources used in their written work, including file transfer protocol sites, worldwide web sites, telnet sites, synchronous communications (MOOs, MUDs, IRC, etc.) GOPHER sites, and email, Listserv and Newsgroup citations.

*It is the responsibility of students to ensure that they are familiar with the accepted Faculty of Commerce practice for referencing electronic material and that they use it accurately in all written work submitted.*

Students should consult the following University Library website for a detailed explanation and examples of how to reference electronic material.


**OCCUPATIONAL HEALTH AND SAFETY WHERE RELEVANT, INCLUDING SAFETY IN LABORATORIES AND ON FIELD TRIPS**

**C3 SUPPORT SERVICES AND FACILITIES**

{The following details of C3 are relevant to the Wollongong campus.}

Off-campus sites should include their relevant support service details and delete areas which are not relevant.

**LEARNING RESOURCE CENTRE**

Learning Development offers a range of free services to all enrolled students who wish to improve their academic or English language skills. There are a range of workshops available including: essay writing and editing; reading for assignments; grammar; presentation skills; pronunciation and exam preparation.

For information on language and academic skills workshops, or to make appointments for consultations, please visit the Learning Resource Centre (LRC), Building 19, Ground Floor, Room G102, or Phone 02 4221 3977. For further information visit the website:


**FACULTY LIBRARIANS**

Each faculty has a Faculty Librarian who is available to help with research related enquiries. Research Help Desk staff are also available in the Library to assist with research needs.
The Faculty Librarians for Commerce can be contacted as follows:

email: lib_commerce@uow.edu.au
telephone: 42 213078

DISABILITY LIAISON OFFICER

The Disability Liaison Officer (DLO) can provide advice on how particular disabilities affect university study and information on resources available at the University for assisting students with disabilities. Students commencing courses are advised to contact the Disability Liaison Officer prior to the beginning of their first session of study.

For further information on services offered, consult the Disability Services website or contact the office.

web address: http://www.uow.edu.au/student/services/ds/
television: 42 213445
fax: 42 215667

FACULTY DISABILITY ADVISERS

Faculty Disability Advisers are academic staff who provide assistance and support to students with disabilities within their Faculty and act as an intermediary between the student and the Faculty's academic and general staff. They provide support, educational advice and referral to appropriate staff on issues related to teaching and learning within the Faculty and the University. Students are advised to communicate specific information about the ways in which their disability affects learning to the Faculty Disability Adviser as soon as possible after enrolment.

The Faculty of Commerce Disability Adviser is Mr. Ron Perrin. Mr Perrin can be contacted as follows:

Office location: Building 40, room 224
e-mail address: ron_perrin@uow.edu.au
television: 42 214118

ABORIGINAL EDUCATION CENTRE

The Aboriginal Education Centre (AEC) provides academic and personal support for Aboriginal & Torres Strait Islander and other indigenous students. The Centre also runs an Indigenous Specific Orientation Program for students who gain entry to the University through the alternative admissions program.
For further information on services offered, consult the Aboriginal Education Centre website or contact the office.

Centre location: Building 30
web address: http://www.uow.edu.au/aec/
television: 42 213563
fax: 42 214244