STRATEGY, MARKETING & MANAGEMENT

COMM5010

Course Outline
Semester 1, 2016

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturers-in-charge:
Dr Sunghoon Kim  Dr Marion Burford
Room 555 BS Building  Room 3013 Quad Building
Phone No: 9385 6195  Phone No: 9385 3739
Email: sunghoon.kim@unsw.edu.au  Email: m.burford@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Seminar/workshops start in Week 1(to Week 12):
The Time and Location are:
A: Night  Tuesday 6 pm to 9 pm in Mathews room 312
B: Day  Tuesday 11 am to 2 pm in Business School room 220

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course is designed* as a capstone core course in the Master of Commerce program. The course addresses strategic management issues and evaluates them from the perspective of a range of core and disciplinary courses in the MCom. Prior knowledge and skills are drawn on to explore strategic objectives that create, maintain, develop and capture value for organisations thereby enhancing competitive advantage. It aims to provide students with broad business competencies and skills, leveraging student’s knowledge and skills from completed courses in their study plans to address the Program Learning Goals of the UNSW Business School - Master of Commerce degree.

The course seeks to:
a) integrate knowledge and skills in a framework for conceptualising, developing and implementing corporate and business strategy drawing on key concepts in marketing and organisational capabilities;
b) synthesise knowledge from alternative perspectives and generate critical thinking and problem-solving skills in developing and implementing strategy;
c) engender critical reflection on the practice of business and management in working with people, and ethical decision-making; and

d) provide opportunities for considering global business careers. Students will have opportunities of applying the above in case-studies and projects with course participants.

* thanks go to Dr Janis Wardrop and Dr Tanis Bucic who introduced this innovative course format in 2014

2.4 Course Aims and Relationship to Other Courses
This course aims to focus on stimulating complex cognitive engagement of learners through analysis, synthesis and evaluation of key concepts relevant to business strategy. Students will be provided with opportunities to meaningfully integrate and extend prior learning to facilitate the development of strategic competitive advantage.
The course combines theory and practice to encourage active engagement and self-reflection to enhance student learning for professional practice.

This course is the capstone course for a number of different specialisations in the Master of Commerce degree, including: marketing, organisation and management studies, human resource management, international business, and enterprise systems and business design.

The pre-requisites for this course include the successful completion of 48 Units of Credit including MGMT5050, and enrolment in Program 8404 or 8417.

### 2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

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

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

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tbody>
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<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
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<td>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
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<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</td>
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<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
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<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
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<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
</tr>
</tbody>
</table>
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items (<em>in bold</em>) and practiced in non-bold items:</td>
</tr>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>1. Understand the development and role of corporate and business strategy 2. Appreciate the complexity of modern business environment by contrasting and evaluating different approaches to strategy</td>
</tr>
<tr>
<td>2</td>
<td>Critical thinking and problem solving</td>
<td>3. Identify and assess business problems from varying perspectives 4. Evaluate appropriate external opportunities and internal capabilities to deliver competitive advantage 5. Critically evaluate business strategies using competing frameworks 6. Engage in critical self-reflection and professional development</td>
</tr>
<tr>
<td>3a</td>
<td>Written communication</td>
<td>7. Demonstrate high level written and oral communication skills</td>
</tr>
<tr>
<td>3b</td>
<td>Oral communication</td>
<td>8. Demonstrate high level written and oral communication skills</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>9. Demonstrate effectiveness in working in groups and teams</td>
</tr>
<tr>
<td>5a.</td>
<td>Ethical, environmental and sustainability responsibility</td>
<td>10. Appreciate the complexity of the modern business environment by contrasting and evaluating different approaches to strategy 11. Identify and assess business problems from varying perspectives</td>
</tr>
<tr>
<td>5b.</td>
<td>Social and cultural awareness</td>
<td>12. Appreciate the complexity of the modern business environment by contrasting and evaluating different approaches to strategy 13. Identify and assess business problems from varying perspectives</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

As a capstone course, students are expected to have developed areas of expertise in their chosen specialisation. COMM5010 is designed to draw on this individual expertise and to provide opportunities to work with other students who have different expertise. Activities are student-centred and draw on your own enthusiasm and effort.
3.2 Learning Activities and Teaching Strategies
This course is ‘team taught’ by the School of Management and the School of Marketing. Students are required to attend their three (3) hour seminar/workshop each week. As there is a heavy emphasis on team work students are not permitted to attend the alternative session as this will disrupt the class. Each workshop will incorporate a number of different learning activities and opportunities, including:
1. informed and in-depth discussion and debate of a theme incorporating both the ‘marketing’ and ‘management’ perspectives on the topic;
2. in-class topic-related activities;
3. group simulation – exploring strategy;
4. individual and group analysis of case studies – exploring current conundrums in marketing and management strategy synthesising both student expertise and course content.

4 ASSESSMENT
4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details – see brief description following, full details will be released on Moodle in the weeks indicated in the table

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>I/G</th>
<th>%</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2.1: Sociocultural case analysis</td>
<td>Individual</td>
<td>15%</td>
<td>Details in Week 1</td>
<td>Monday night Week 5</td>
</tr>
<tr>
<td>4.2.2 Harvard Business to Business simulation (B2B)</td>
<td>Group</td>
<td>20%</td>
<td>Details in Week 3</td>
<td>Weeks 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Monday night of Week 6</td>
</tr>
<tr>
<td>Reflection on strategy implementation(15%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.3 Case study – ‘Duelling cases’</td>
<td>Individual</td>
<td>50%</td>
<td>Details in Week 1</td>
<td>Groups have different submission and presentation days</td>
</tr>
<tr>
<td>Individual case analysis (20%)</td>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group presentation (20%)</td>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual critique of class presentations (10%)</td>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2.4a Self &amp; peer evaluation of team work (online)</td>
<td>Individual</td>
<td>5%</td>
<td>Survey</td>
<td>End Week 12</td>
</tr>
<tr>
<td>4.2.4b Self-reflection of team process (written)</td>
<td>Individual</td>
<td>10%</td>
<td>500 words Details in Week 1</td>
<td>End Week 12</td>
</tr>
</tbody>
</table>
Full details – posted on Moodle – Assessment

4.2.1: Sociocultural case analysis: Individual
Format: Each student will write up a short case analysis of the sociocultural / ethical dilemma case that is explored and discussed in the Week 2 case analysis workshop. The focus will be on reflecting an understanding of the sociocultural (including ethical) issues presented in a professional manner.
Timing: Initial exploration of sociocultural case scheduled for Week 2 seminar. Individual write-up due the Monday night of Week 5.
Weighting: 15% of final grade.

4.2.2 Harvard B2B simulation: Individual preparation, group planning meeting and group competitive run/s
Format: Each student must have read the case associated with the simulation and completed at least one full run of the simulation in the week prior to the group planning meeting in Week 4. The group will have the competitive run for the simulation in the Week 5 seminar time. A written debrief of group performance is then due at the beginning of Week 6 – details to be listed on Moodle (Week 3). Submission for the group debrief will be via Turnitin Moodle (one copy ONLY per group).
Weighting: Preparation for Week 4 is an ungraded perquisite; 0% of final grade. However, if one full run is not completed under the student’s own simulation log in through Moodle before the end of the Tuesday Week 4 seminar, then only 60% of the group simulation mark will be assigned to that student.
The group debrief (based on the Week 5 competitive run) is worth 15% of final grade & 5% of final grade is awarded on a sliding scale for simulation performance relative to the class’ performance.

4.2.3 Case study; ‘Duelling cases’ – two groups presenting the same case
Individual case analysis – due one week prior to the group presentation week (i.e Week 7 for the Week 8 presentation groups AND Week 8 for Week 9 presentation groups, etc.).
Format: Written case analysis (see Moodle for details in Week 1). To be submitted via Turnitin (on course Moodle site).
Weighting: 20% of final grade.
&
Group presentation (as scheduled one week after individual case write-up – Weeks 8, 9, 10 or 11).
Format: Two groups for each case – ‘Duelling cases’.
In-class presentation (20 minutes) and 2 page class hand out (plus a separate reference list). Groups are to hand in to facilitator the following: i) copies of any visual aid material used in the presentation, ii) a 1 page plan of the presentation (who is doing which parts and the timings), iii) a copy of the 2 page class handout and iv) reference list (see Moodle Week 1, for more detailed specifications).
All group members are to speak — sharing the time seamlessly and equally as this will contribute to the final assessment grade.
Weighting: 20% of final grade.
&
Individual critique of ‘Duelling case’ presentations.
Format: A feedback sheet that allows each student to give constructive evaluation and feedback on the two different case presentations is required – to be handed to the facilitator at the end of that seminar. (Weeks 8, 9, 10 & 11).
Weighting: 10% of final grade.

4.2.4a Self & peer evaluation & 4.2.4b Self-reflection
Self and peer evaluation
Format: Self and peer evaluation with a standard online survey to be accessed in Week 12. Please note individual marks need reflect careful thought and evaluation (so awarding everyone the maximum score is showing a lack of discernment and therefore will not be given the highest score). Lack of completion of the survey will attract a zero score).
Weighting: 5% of final grade.

Self reflection
Format: Self reflection on team work will be captured in a 500 word document to be submitted via Turnitin in Moodle by the end of Week 12.
Weighting: 10% of final grade.

Please note:
This Strategy, Marketing and Management course is heavily based on student peer-to-peer learning. There is no final exam. Therefore, to enable you to gain the most from the course you will be expected to be present for the scheduled time each week. Marks may be moderated to reflect attendance and level of preparation for, and participation in, class activities (e.g. see simulation requirements).

4.3 Late Submission
You must submit all assignments for your course. A penalty of 10% for each day the assignment is late will be applied. If you suffer serious illness or misadventure that affects your course progress you should contact the Lecturer In Charge as soon as possible. Where this impacts on your ability to meet an assigned deadline you should send an email to the Lecturer In Charge to seek an extension.

No extensions will be granted except in the case of serious illness or misadventure or bereavement, which must be supported with documentary evidence.

Requests for extensions must be made to the Lecturer In Charge by email and be accompanied by the appropriate documentation no later than 24 hours before the due date of the assignment. In circumstances where this is not possible, students must complete the UNSW Special Consideration process (see section 11 below for more information).

The Lecturer In Charge is the only person who can approve a request for an extension. If you do make a request for an extension, the Lecturer In Charge will email you with the decision.

Note: A request for an extension does not guarantee that you will be granted one. If you require special consideration read the advice on UNSW policies and procedures listed in Part B.
Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

A list of course resources will be available on the COMM5010 Moodle site. The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations. Feedback from previous students indicated that they enjoyed the interactive nature of the active learning sessions. They also commented that there was a higher than expected assessment load (many different, though interesting, tasks).

As a result of feedback from previous students, the course assessment has been refined. A simulation has been included early in the semester to highlight the integration of different discipline elements into strategic decision making and to foster effective working relationships within the student groups – an essential element in an active peer-to-peer learning environment.

7 COURSE SCHEDULE see following table

Please note a more detailed overview listing the weekly semester topics, activities and tasks will be discussed in the Week 1 seminar. See also Moodle site for the weekly agenda that will be released one week before each seminar.
Seminar/ Workshop Schedule

The course starts in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Themes / Topics</th>
<th>Activities &amp; Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 29 February</td>
<td>Introduction to strategy – An overview, and Teamwork</td>
<td>“Getting to know you” activities</td>
</tr>
<tr>
<td>Week 2 7 March</td>
<td>Case analysis workshop – Ethics, sociocultural impact on strategy</td>
<td>Group discussion of socioeconomic case (released in class, write up due on Monday night Week 5)</td>
</tr>
<tr>
<td>Week 3 14 March</td>
<td>Marketing strategy – Strategic thinking and decision making</td>
<td>Getting to know your group – Groups assigned (by LICs)</td>
</tr>
<tr>
<td>Week 4 21 March</td>
<td>Marketing strategy choices reviewed (Friday 25 March is Good Friday public holiday)</td>
<td>Group planning meeting for the Harvard simulation</td>
</tr>
<tr>
<td>Week 5 4 April</td>
<td>Simulation (in class)</td>
<td>Group competitive run for Harvard simulation &amp; Sociocultural case write up due (Monday night – 11pm)</td>
</tr>
<tr>
<td>Week 6 11 April</td>
<td>Management strategy – Overview</td>
<td>Group simulation debrief due (Monday night)</td>
</tr>
<tr>
<td>Week 7 18 April</td>
<td>Challenges – making it work setting the scene for weeks 8 to 12</td>
<td>Individual case write up for groups 1 &amp; 2 In class activities</td>
</tr>
<tr>
<td>Week 8 25 April</td>
<td>Group case presentations for groups 1 &amp; 2 Case related topics (Monday 25 April is Anzac Day public holiday)</td>
<td>Individual case write up for groups 3 &amp; 4 In class activities</td>
</tr>
<tr>
<td>Week 9 2 May</td>
<td>Group case presentations for groups 3 &amp; 4 Case related topics</td>
<td>Individual case write up for groups 5 &amp; 6 In class activities</td>
</tr>
<tr>
<td>Week 10 9 May</td>
<td>Group case presentations for groups 5 &amp; 6 Case related topics</td>
<td>Individual case write up for groups 7 &amp; 8 In class activities</td>
</tr>
<tr>
<td>Week 11 16 May</td>
<td>Group case presentations for groups 7 &amp; 8 Case related topics</td>
<td>In class activities</td>
</tr>
<tr>
<td>Week 12 23 May</td>
<td>Recap – bringing it all together</td>
<td>Teamwork – Peer evaluation and reflection</td>
</tr>
<tr>
<td>Week 13 30 May</td>
<td>NO classes</td>
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

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</tr>
</tbody>
</table>
9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: https://student.unsw.edu.au/plagiarism as well as the guidelines in the online ELISE tutorials for all new UNSW students: http://subjectguides.library.unsw.edu.au/elise

To see if you understand plagiarism, do this short quiz: https://student.unsw.edu.au/plagiarism-quiz

For information on how to acknowledge your sources and reference correctly, see: https://student.unsw.edu.au/harvard-referencing

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business > Students > Learning support > Resources > Referencing and plagiarism).

10 STUDENT RESPONSIBILITIES AND CONDUCT

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

Information and policies on these topics can be found in UNSW Current Students ‘Managing your Program' webpages: https://student.unsw.edu.au/program.

10.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your Moodle course websites in the first week of semester. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: https://student.unsw.edu.au/uoc

10.2 Attendance

Your regular and punctual attendance at lectures and seminars, and in online activities, is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: https://student.unsw.edu.au/attendance

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://student.unsw.edu.au/conduct
10.4 Health and Safety
UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://safety.unsw.edu.au/.

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

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

General Information on Special Consideration for Undergraduate and Postgraduate courses:
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

12 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:

• Business School Education Development Unit (EDU)
  https://www.business.unsw.edu.au/students/resources/learning-support
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual
consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  https://www.business.unsw.edu.au/students/resources/student-centre
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: https://student.unsw.edu.au/moodle-support. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  www.lc.unsw.edu.au Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

- **Library training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html

- **IT Service Centre**

- **UNSW Counselling and Psychological Services**
  https://student.unsw.edu.au/wellbeing Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au

- **Student Equity & Disabilities Unit**
  http://www.studentequity.unsw.edu.au Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au