STRATEGY, MARKETING & MANAGEMENT

COMM5010

Course Outline
Semester 2, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturers-in-charge:
Dr Marion Burford
Room 3013 Quad Building
Phone No: 9385 3739
Email: m.burford@unsw.edu.au
Ms Sally Anne Gaunt
t.b.a.
Email: sallyanne@gmail.com

2 COURSE DETAILS

2.1 Teaching Times and Locations
This course takes a seminar / workshop format.
Workshops start in Week 1 (to Week 12): The Time and Location are: Tuesday 18:00-21:00 (3 hours) in Mat 102

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 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’).

On successful completion of the course, students should be able to:

1. Understand the development and role of corporate and business strategy
2. Appreciate the complexity of the modern business environment by contrasting and evaluating different approaches to strategy
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. Design a strategic plan integrating key components of business value creation

Skill outcomes:

7. Demonstrate effectiveness in working in groups and teams
8. Demonstrate high level written and oral communication skills
9. Engage in critical self-reflection and professional development

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### Business Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge**: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   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.

2. **Critical thinking and problem solving**: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and
information effectively for the intended audience and purpose, and
b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. **Teamwork: Our graduates will be effective team participants.**
   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.

5. **Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.**
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

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

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 the workshops 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><strong>Knowledge</strong></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 (in bold) and practiced in non-bold items:</td>
</tr>
</tbody>
</table>
| 1                                   | 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 | • Exam  
                                         • ‘Teach me’ presentation  
                                         • Case study report  
                                         • Group presentation |
| 2                                   | 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  
                                         9. Engage in critical self-reflection and professional development | • Case study report  
                                         • Exam  
                                         • Group presentation |
| 3a                                  | 8. Demonstrate high level written and oral communication skills | • Case study report  
                                         • Exam |
| 3b                                  | 8. Demonstrate high level written and oral communication skills | • ‘Teach me’ Presentation  
                                         • Group presentation |
| 4                                   | 7. Demonstrate effectiveness in working in groups and teams | • Online self & peer evaluation  
                                         • Self-reflection paper  
                                         • Group presentation  
                                         • ‘Teach me’ presentation |
| 5a                                  | 2. Appreciate the complexity of the modern business environment by contrasting and | • Exam  
                                         • Group presentation |
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 Schools of Management and Marketing, and requires students to attend a three (3) hour seminar / workshop each week. 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. student-as-the-expert - ‘Teach me’ presentations &
3. analysis of case studies synthesising both student expertise and course content a ‘living case study’ approach, whereby each week students apply concepts and theories to their group case study.

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
Please note complete details of each assessment will be posted on the Moodle website for discussion in the first seminar. A brief outline is given in the table and see also 4.2.1 to 4.2.7 following.
<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><strong>4.2.1: ‘Teach me’ presentation</strong> (3 presenters 5 mins per person)</td>
<td>I/G</td>
<td>10%</td>
<td>15 mins</td>
<td>Weeks 3 – 9</td>
</tr>
<tr>
<td><strong>4.2.2 Case study brief initial analysis</strong> (leading in-class group discussion)</td>
<td>I</td>
<td>5%  &amp;</td>
<td>1 page</td>
<td></td>
</tr>
<tr>
<td><strong>Case study report</strong> (in-depth analysis)</td>
<td>I</td>
<td>15% &amp; 20%</td>
<td>1000 words</td>
<td>1 week after (uploaded)</td>
</tr>
<tr>
<td><strong>4.2.3 Group presentation - video:</strong></td>
<td>G</td>
<td>5%  &amp;</td>
<td>8 mins &amp; (2 pages)) &amp; 5 mins</td>
<td>Wk 10</td>
</tr>
<tr>
<td>Presentation Storyboard (5%)</td>
<td>G</td>
<td>15% &amp;</td>
<td>(form to be provided)</td>
<td>Wk 12 (uploaded) Wk 12 (in class)</td>
</tr>
<tr>
<td>Video presentation &amp; 2 page handout &amp; Q&amp;A Session</td>
<td>G</td>
<td>5%  &amp;</td>
<td>2 page &amp; Q&amp;A Session</td>
<td>Wk 12 (in class)</td>
</tr>
<tr>
<td>In class peer assessment</td>
<td>whole class</td>
<td>5% 25%</td>
<td>Survey</td>
<td>Wk 13</td>
</tr>
<tr>
<td><strong>4.2.4a Self &amp; peer evaluation of team work (online)</strong></td>
<td>I</td>
<td>5%</td>
<td>500 words</td>
<td>End Wk 13</td>
</tr>
<tr>
<td><strong>4.2.4b Self-reflection:</strong> team process (written)</td>
<td>I</td>
<td>5%  &amp;</td>
<td>500 words</td>
<td>End Wk 13</td>
</tr>
<tr>
<td><strong>4.2.5 Attendance and participation</strong></td>
<td>I</td>
<td>5%</td>
<td>RAT (up 10 to 15 minutes)</td>
<td>Across semester</td>
</tr>
<tr>
<td>3 of 8 random RAT moderated by attendance and level of preparation for, and participation in, class activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.2.6 Formal Exam</strong></td>
<td>I</td>
<td>30%</td>
<td></td>
<td>University exam period</td>
</tr>
</tbody>
</table>

* I/G: indicates whether assessment item is completed individually ‘I’ or as a member of a group ‘G’.

**4.2.1 ‘Teach me’ Presentation (10%)**

*Format:* Group Presentation (individually assessed)
*Due date & Submission procedure:* Presentations in Workshops from week 3 to week 9 inclusive.
*Weighting:* 10% of your total course mark
*Length:* Total 15 minutes presentation: 5 minutes per presenter (time capped).
*Description:* In Week 2, students will form groups of 3, and each group will select 1 ‘Teach me’ topic that they will present to the class in the nominated week. Here the group is taking on the role of student-as-the-expert to help translate the difficult topic areas.
Each presentation will follow the same format:

**Presenter 1**
Introduce the concept/ framework – a description of the concept/ framework, where and when it was developed and/or made popular, how it fits into current thinking in strategic marketing & management.

**Presenter 2**
Analyses the concept and uses from a “positive” perspective – what are the advantages (in application and in theory) of the concept, providing examples of successful uses of the concept in the ‘real’ world (examples).

**Presenter 3**
Provides a critique of the concept – what are the disadvantages (in application and in theory) of the concept, providing examples of problems or concerns in the implementation of the concept in the ‘real’ world.

Each team will need to work together on their research, and the structure of a ‘cohesive’ presentation. However, as each component of the presentation is individually assessed each student needs to be responsible for their own visual materials and content of their section of the presentation.

Each student is also required to email a copy of their presentation materials to be added to the class Moodle site for all students to access.

The list of ‘Teach Me’ topics will be available on the course Moodle site from Week 1 for discussion and assignment to a group and topic in Week 2.

**Marking criteria:**
- Demonstrates understanding of course content and development of knowledge
- Communicates clearly and coherently to achieve aim
- Engages audience through professional delivery
- Uses tools and technologies effectively

**4.2.2 Case Study: In-class Discussion Leadership & Report (20%)**

**Format:** In-class case discussion leadership & Case study report

**Due date & Submission procedure:**
1) Case discussion leadership and 1 page initial analysis on assigned case Week. A hardcopy of initial analysis to be handed to the course facilitators at the time of the seminar.
2) Case study report to be submitted via Turnitin (Moodle) one week after your case study ‘leadership’.

**Weighting:** 5% & 15% of your total course mark

**Length:** 1 page (for initial analysis to support in-class leadership of case discussion) & 1,000 words for case study report (not including title page and references).

**Description:**
Each student will analyse and prepare an initial brief case analysis. This the student can then use to lead an in-class case discussion of the case - Weeks 3 – 9. Your role will be to facilitate discussion within your group. You will be the designated expert that week.

**Marking criteria:** Case study leadership of in-class discussion (5%)
- Demonstrates knowledge, and understanding of context and case (1 page handout)
- Critically analyses the problem(s) using appropriate academic concepts, theories and research
- Proposes solution to the problem(s) based on sound evidence and concepts / theories.
The in-class group discussion will help the subsequent write-up of a more detailed report on their assigned case study - to be submitted the week following the case discussion (Weeks 4 – 10).

Marking criteria: Case study report (15%)
- Critically analyses the problem/issue and identifies a range of possible options/solutions
- Develops well-justified conclusion/s or solution/s
- Communicates clearly and concisely
- Structures text logically and coherently
- Presents text professionally and references sources accurately (reference list not included in the word count)

4.2.3 Group Presentation (25%)

Format: Formal Business Presentation via Video

Due date & Submission procedure: Week 10: Story board workshop (hand drawn/built outline to be handed-in); Week 11 consultation: Week 12: Video presentation and Q&A session & In-class peer assessment.

[See separate evaluation of team work issues associated with the group project].

Weighting: 25% of your total course mark (5% for preparatory story board; 15% group presentation mark; 5% whole of class peer allocated mark)

Length: 8 minute video presentation, up to 2 page handout & 5 minute in class Q&A

Description: Student groups will be notified of their group in Week 3. Each group will select a unique company which has come up with a new product or innovation. Your group will act as consultants/advisers to the company and will be providing strategy advice to the company who need investors to bring the product to market. The project briefing document and supporting materials will be available on Moodle in Week 2. Please note these groups will most probably be different from the ‘teach me’ groups as they are assigned to create diverse groups (a mix of backgrounds and specializations).

Marking criteria:

Story Board (5%):
- Participation in the group’s planning processes (timings)
- Demonstrates preparation of ideas and broad themes for the presentation
- Logical structure of the hardcopy material (including how the group will execute the steps in the video-making)
- Appropriate design and format (clarity) (as per HBR Guide to Persuasive Presentations)

Group presentation (15%):
- Demonstrates understanding of course content and development of knowledge
- Demonstrates critical thinking and imagination
- Communicates clearly and concisely
- Structures presentation logically and coherently
- Engages audience through professional delivery
- Uses tools and technologies effectively

Peer assessment of the group videos (in-class) (5%)
- Brief and insightful comments on video presentation
- Possible areas for observation include:
  - use of course content and relevant knowledge /theories/ tools
  - level of thought /effort in explaining their product/service
  - communication, engagement, professionalism
  - the persuasiveness of their pitch for funds
- Ranking the presentation relative to the others (likelihood to receive investor funds)
4.2.4  a) Self and Peer Evaluation
Format: Online survey (through Moodle)
Due date & Submission procedure: online survey available during Week 13
Weighting: 5% of your total course mark
Length: 15 – 20 minutes
Description:
Students will complete an online survey of their own and their team members’ performance and contribution in the group assignment.

The information provided via this survey may be used in conjunction with formal meetings with the teaching staff and team members, and other evidence to make adjustments to final marks for the team presentation where students have either taken on additional work or where students have not contributed sufficiently to the team project.

Marking criteria:
Students completing the online survey before the due date/ time to receive all or part of the 5% (overall group responses evaluated to determine any major anomalies).

4.2.4  b) Self reflection: team work
Format: Written reflection
Due date & Submission procedure: before the end of Week 13 - via TurnItIn (on Moodle site)
Weighting: 5% of your total course mark
Length: 500 words
Description:
Students will write a short reflection analysing their own participation and input into team processes in their project group. Students are directed to the follow reading as well as material covered in MGMT5050 to support their analysis and reflection.

Reading:

Marking criteria:
Analyses and evaluates own team participation
Analyses the team processes

4.2.5  Attendance and Participation
Weighting: 5% of your total course mark
Description: As this is a student-centred learning approach then all students are expected to come ready to engage in the seminar activities having prepared well prior to the class. Set material e.g. readings and cases for that week, need to have been read. Simply attending the workshops without getting involved in discussion and activities is of little value either to you or your classmates and will result in a minimal participation mark. To be eligible for the Preparation and Participation mark you must attend a minimum of nine (9) workshops.
The level of preparation will be randomly assessed across the semester with readiness assurance tests - RATs. The readiness assurance tests can have different formats. For example there may be questions (that are marked individually) that are then discussed in a group (feedback), or it could be a more extended answer that is discussed with another student before you formulate your written response to submit.
Marking criteria:
- Demonstrates having read and engaged with the pre-set material
- Demonstrates understanding of course content and development of knowledge
- Demonstrates critical thinking and imagination

4.2.6 Final exam
Format: Exam essays on pre-distributed case study – open book exam.
Date: During UNSW formal examination period (November)
Weighting: 30% of your total course mark
Description:
The examination will assess students’ knowledge, critical thinking and ethical and social awareness across the course. A case study will be distributed to students during the final class (Week 12), for students to familiarise themselves with. Students will be required to answer 2 or 3 questions in the exam that relate to the allocated case study.

Marking criteria:
- Use a case analysis approach to identify /select relevant disciplinary or interdisciplinary knowledge
- Apply relevant disciplinary or interdisciplinary knowledge to a business situation
- Identify and analyse key ethical, environmental or sustainability issues and/or implications of business decisions/practices.
- Identify social and cultural factors and their implications in a business context

4.3 Assignment Submission Procedure
Your assignments must be formatted as per the requirements below:
- Use 11pt or 12pt font (avoid narrow font styles)
- 2.5 cm left margin
- 1.5 line spacing
- Leave a line between each paragraph
- Number each page
- Student number and course code (COMM5010) to appear on every page
- Use Harvard method for referencing - more information can be found on the Business School EDU website. Reference lists are not included in any word counts.

4.4 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 and your tutor 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 this course is well received. Students enjoy the increased opportunity to interact with their peers in the seminar/workshop approach. However, there will be an upgrading of the ‘Teach me’ topics to include some of the more challenging issues facing marketers and management in today’s environment.

### 7 COURSE SCHEDULE

Seminar/workshops start in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Strategy, Marketing and Management for organisational sustainability and competitive advantage</td>
</tr>
<tr>
<td>27 July</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Competitive analysis: navigating a dynamic business environment</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td>10 August</td>
</tr>
<tr>
<td>Week 4</td>
<td>17 August</td>
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<tr>
<td>Week 5</td>
<td>24 August</td>
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<tr>
<td>Week 6</td>
<td>31 August</td>
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<tr>
<td>Week 7</td>
<td>7 September</td>
</tr>
<tr>
<td>Week 8</td>
<td>14 September</td>
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<tr>
<td>Week 9</td>
<td>21 September</td>
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<tr>
<td>Week 10</td>
<td>5 October</td>
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<tr>
<td>Week 11</td>
<td>12 October</td>
</tr>
<tr>
<td>Week 12</td>
<td>19 October</td>
</tr>
<tr>
<td>Week 13</td>
<td>26 October</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</td>
</tr>
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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>
</tr>
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<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</td>
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<td>3. Communication: Our graduates will be effective communicators in professional contexts.</td>
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<tr>
<td>You should be able to:</td>
</tr>
<tr>
<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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<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<tr>
<td>4. Teamwork: 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>5. Ethical, social and environmental responsibility: 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>
</tbody>
</table>
b. Consider social and cultural implications of business and/or management practice.

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 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 Occupational 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://www.ohs.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 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](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](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](http://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](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](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](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