MARK1012
Marketing Fundamentals

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
# Table of Contents

## PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS 2

### 2 COURSE DETAILS 2

2.1 Teaching Times and Locations 2
2.2 Units of Credit 2
2.3 Summary of Course 2
2.4 Course Aims and Relationship to Other Courses 3
2.5 Student Learning Outcomes 3
2.6 Student Learning Outcomes 3

### 3 LEARNING AND TEACHING ACTIVITIES 5

3.1 Approach to Learning and Teaching in the Course 5
3.2 Learning Activities and Teaching Strategies 5
3.3 Lectures 6
3.4 Tutorials 6

### 4 ASSESSMENT 7

4.1 Formal Requirements 7
4.2 Assessment Details 7
4.3 Assessment Format 10
4.4 Assignment Submission Procedure 10
4.5 Late Submission 10

### 5 COURSE RESOURCES 10

### 6 COURSE EVALUATION AND DEVELOPMENT 12

### 7 COURSE SCHEDULE 12

### 8 PROGRAM LEARNING GOALS AND OUTCOMES 14

### 9 ACADEMIC HONESTY AND PLAGARISM 15

### 10 STUDENT RESPONSIBILITIES AND CONDUCT 15

10.1 Workload 15
10.2 Attendance 15
10.3 General Conduct and Behaviour 16
10.4 Health and Safety 16
10.5 Keeping Informed 16

### 11 SPECIAL CONSIDERATION 16

### 12 STUDENT RESOURCES AND SUPPORT 18
PART A. COURSE SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Lecturer in Charge: Assoc. Professor Mohammed A Razzaque
QUAD, Room 3017
Contact phone: 9385 1435
Email: ma.razzaque@unsw.edu.au
Consultation Times: Wednesday 1100 – 1200 (or by appointment)

Tutoring staff:
A full list of tutors, their office locations, consultation times and contact information will be posted on MOODLE Course Website in due course.

If you need to contact the lecturer-in-charge or your tutor outside their posted times, please send an email from your Unimail address (z3xxxxx@student.unsw.edu.au) or phone with your question.
E-mails from non-Unimail addresses (yahoo, Hotmail, Gmail etc.) will be totally ignored.

2. COURSE DETAILS

2.1 Teaching times and Locations
For updated information regarding lecture/tutorial times and locations, please refer to the School of Marketing website: http://www.timetable.unsw.edu.au/current/MARK1012.html.
The lectures (12 in total) start on Tuesday, March 1, 2016 (Week 1) and conclude in Week 12, and will be at the following times and locations:
Tuesday: 1100 am – 0100 pm in CLB 7
Tuesday: 0400 pm – 0600 pm in CLB 7
Please attend the lecture that you are enrolled in.
You MUST enrol in one of the tutorials (Mondays – Thursdays: 11 sessions in the semester) via myUNSW.edu.au. This is the only way to do it. You can ONLY attend the tutorial in which you are enrolled. Tutors CANNOT move you from one tutorial class to another. Remember that work commitment is not an acceptable reason for non-attendance or change of tutorial class. Tutorials start in Week 2 (starting on Monday, March 7, 2016) and conclude in Week 13 (ending on Thursday, June 2, 2016).

2.2 Units of Credit
MARK1012 is worth 6 units of credit. There is no parallel teaching in this course. It is a core subject for the undergraduate marketing stream and has no pre- or co-requisites. It can be a flexible core for any BCom student. It can also be taken as a 6UoC General Education subject.
Summary of course

Marketing is concerned with the creation of ‘value’ and exchange of these ‘values’ between marketers and their customers and refers to everything that a firm needs to do to place its offerings (which may include products, services or ideas) in the hands of its potential customers.

Since the basic purpose of business is to create customers, the way to grow a business is through marketing. This explains why marketing has often been equated with creativity and viewed as the most important function in business. Marketing is a dynamic, fascinating and highly stimulating field of contemporary business studies and in this course you will be exposed to the “language of marketing” used by marketing practitioners and scholars.

2.4 Course aims and relationship of this course to other courses

The aim of MARK1012 is to usher you into the wide world of marketing. The course combines theory and practice of marketing with the aim of explaining to you the role of the marketing function in modern organisations and in the society and encouraging active learning and appreciation of the discipline. It will demonstrate to you how marketing contributes towards value creation by outlining the knowledge you will require to have as a marketing manager and explaining how you can apply that knowledge in real life business situations and problem solving. You will be familiar with the factors that influence marketing decision making in the firm and various frameworks used to conduct the activities constituting the organisation’s marketing function. You will gain an understanding of marketing as a business function and learn where it fits within the organization and how. In addition, the course will prepare you for further study across the broad spectrum of product, service, ideas, consumer, business-to-business, international and social marketing.

Mark1012 is the first course that you must enrol in if you intend to graduate with a ‘Marketing Major’. As mentioned earlier, this course does not have a pre- or co- requisite; however, it is a prerequisite for all advanced marketing courses. Knowledge and skills developed in this course are fundamental to many other courses such as Consumer Behaviour (MARK2051); Marketing Research (MARK2052); Customer Centric Innovation (MARK 2085); Marketing Communications and Promotions Management (MARK 2053); Marketing Analytics and Big Data (MARK 3054); Services Marketing and Management (MARK2055); International Marketing (MARK2071); Distribution Strategy and Retail Channels (MARK 3081); Digital Marketing and Web Analytics (MARK 3085). You should find your learning in the areas of teamwork, intercultural communication and negotiation especially useful for the Strategic Marketing Management (MARK 3082), the capstone course.

2.5 Student Learning Outcomes (SLO)

The Course Learning Outcomes are what you, the students, 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 MARK1012 (see Table 2.5B below) also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate 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 Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.
### TABLE 2.5A

**Business Undergraduate Program Learning Goals and Outcomes**

1. **Knowledge**: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. **Critical thinking and problem solving**: Our graduates will be critical thinkers and effective problem solvers.
   You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. **Communication**: Our graduates will be effective professional communicators.
   You should be able to:
   - Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   - Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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 the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
   - Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and
   - Identify social and cultural implications of business situations.

**Table 2.5B** (next page) 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 undertaken in the course):
TABLE 2.5B

<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>MARK1012 helps you achieve the following learning goals for all Business undergraduate coursework students:</strong></td>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
</tbody>
</table>
| 1 | Knowledge | Explain the basic concepts, principles and theories of modern marketing | • Project Report  
• Quizzes  
• Exam  
• Tutorial discussions (not specifically assessed) |
| 2 | Critical thinking and problem solving | Develop intellectual and analytical skills to think critically; evaluate key theories and compare and contrast them. Apply tools, techniques and frameworks to evaluate and critically analyse real life marketing problems, making decisions with respect to various marketing situations. | • Project Report  
• Quizzes  
• Exam  
• Tutorial/case presentations  
• Tutorial discussions (not specifically assessed) |
| 3a | Written communication | Construct written work which is logically and professionally presented. | • Tutorial topic presentation  
• Project Report |
| 3b | Oral communication | Communicate ideas in a succinct and clear manner. | • Case presentation  
• Tutorial discussion (Not specifically assessed) |
| 4 | Teamwork | Work collaboratively to complete a team based task. | • Team Peer Evaluation |
| 5a. | Ethical, environmental and sustainability responsibility | Identify and assess environmental and sustainability considerations in today’s fast changing marketing environment from diverse social, ethical and global perspectives. | • Exam  
• Report |
| 5b. | Social and cultural awareness | Not specifically addressed in this course. | |

3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to learning and teaching

In today’s highly competitive and constantly changing business environment, marketing managers require to have a diverse range of skills “to create (and retain) customers by offering them better value than competitors”. MARK1012 has been structured to help develop and hone those skills. The learning environment emphasises (i) the development of a conceptual understanding of marketing, and (ii) application of this understanding through a range of experiential learning activities. The lectures, tutorials and assessment tasks have been designed to explore topics from different perspectives leading to a depth of understanding of core marketing concepts and current issues. You are encouraged to prepare through observation, additional reading, and actively searching for and accessing information on the topics discussed; to become more aware of and attuned to the
environment around you from a marketing perspective; to cohesively work within your tutorial group; and to plan and execute the various assessment tasks. All these generic skills will help you with your future marketing courses.

The aims and objectives of the course can only be fulfilled through a joint effort. While the teaching team will work towards stimulating your interest and learning, you must be proactive and take initiative to get involved in a program of self- and group-study. Active participation in class activities and a positive attitude are highly desirable.

3.2 Learning Activities and Teaching Strategies

Each student is expected to attend one 2.0 hour lecture and one 1.0 hour tutorial per week throughout the entire semester. Please check the ‘Course Schedule’ (pp. 16 – 17 of this document) for the actual lecture and tutorial dates and topics covered. Formal lectures, discussion in tutorial sessions, and team tasks (e.g., major project and case studies) constitute the primary modes of instruction.

The lectures will provide frameworks for exploring the scope of marketing and various marketing concepts and theories supported with real-world examples and their managerial implications. The relevant chapter(s), to be read prior to attending the lecture on the relevant topic, provide more detail about these concepts. The tutorials will be used to reinforce material covered in lectures.

The tutorials will not be a repeat of the lecture; they have been designed to help you explore and discuss the more challenging concepts, to become fluent in the use of marketing jargon and to learn through examples, research efforts and interaction with others. As mentioned earlier, tutorials start from Week 2, starting on March 7, 2016. Tutorial 1 is the preparatory week for tutorials: it is basically devoted to team formation and knowing each other. Starting from Tutorial 2, each week we will have various exercises such as discussions, problem solving or case analyses. You will also be completing a project as a team task. The purpose of the team based activities is to allow you to:

- apply the concepts in learnt in the lectures and readings to a practical example;
- enhance critical thinking and analytical skills;
- enhance presentation skills; and
- engage with others in the class.

Your tutors will facilitate your learning through face-to-face interaction with you. Discussion in the tutorial sessions, individual assignments, quizzes and collaborative activities such as team task and presentations will help you integrate, synthesize, apply and present materials that you learn in the course.

To maximize learning, you are expected to have read the prescribed material (e.g., text chapters) prior to attending lectures and tutorials, and to have made note of any question, issue or example that you will like to bring up in discussion. Remember that textbooks only provide the basic framework and give a good sound start; you need to supplement and update lecture/tutorial materials by reading, thinking, discussing and debating.
4. **ASSESSMENT**

The assessment scheme has been designed to support your overall learning of the subject contents through active involvement in this subject. You are expected to build your knowledge through application of the principles you have learnt in this course and the assessment scheme will measure to what extent that expectation has been met.

4.1 **Formal Requirements**

In order to pass this course, you need to achieve a composite score (i.e., sum of marks obtained in each of the assessment components outlined in Table 4.2 on p.7) of at least 50. However, you must also meet the following three conditions:

1. You must attend at least 80% of all lectures and tutorials (as per university regulations) and actively participate in tutorials;
2. You must perform satisfactorily in the continuous assessment components (i.e., quizzes, major project etc.) and most importantly;
3. You must pass the final examination, i.e., obtain at least 50% [i.e., 22.5 out of 45 (or 24 out of 48 if research component is not offered or chosen)] in the Final Exam component; OR your aggregate score in all the written individual assessment components (i.e., marks obtained in the Quiz and the Final exam) must be at least 50% (i.e., 30 out of 60 or 31.5 out of 63 if research component is not offered or chosen). Otherwise an UF (Unsatisfactory Failure) grade will be awarded to you.

*Please look at the third condition carefully. It means the following:*

- You have to get at least 50% in your final exam
- If you do not get 50% in your final exam, then your quiz marks must be sufficiently over 50% to make up for your lower exam mark (overall composite of 50%)
- You can still get below 50% in your quiz, but if you do, then you MUST pass the final exam.
- You cannot fail both the quizzes and final exam.

4.2 **Assessment Details**

Table 4.2 (next page) presents the formal assessment scheme for MARK1012. It provides details of the various assessment components or tasks. These tasks address the various Student and Course Learning Outcomes outlined in Section 2.5 (pp. 3-4). The diverse nature of the components of the assessment scheme will ensure that you gain adequate knowledge about marketing concepts and theories; your critical analysis skills and problem solving abilities are enhanced; you are able to apply what you have learnt and you have developed adequate communication skills.

There are two major categories of assessments, each with a number of assessment components. First, category assesses your individual performance through quizzes, final exam and case presentation. The second category of assessment includes tasks that you complete as a team and includes your case report and major project report.

In your first tutorial (March 7 - 10, 2016), you will be divided into six teams with a maximum of four students in each team. Together, the team members will be completing all the activities (i.e., the case and the major project) assigned to teams during the semester. If you are absent on the day of team formation, your tutor will randomly place you in one of the teams. You are not allowed to form cross-tutorial teams, (i.e., a team with students from
different tutorials). Also there will be no changes to teams at any point, or for any reason whatsoever, after Tutorial 2 (March 14 - 17, 2016).

Note that not all learning activities undertaken in your lectures/tutorials are specifically assessed. Your grades for the team based tasks will be subjected to ‘peer evaluation’ (see the note below Table 4.2). This means that everyone in the team will NOT receive the same mark. Co-operation and collaboration between team members are critical factors for team work.

The grades that you will receive in continuously assessed components during the semester are 'raw grades' which may be normalised to ensure consistency of grading across tutorials. You are expected to attend all tutorial classes (arrive on time and do not excuse yourself before the class is complete). Take note of the formal 80% minimum attendance requirement of the university. If you do not achieve this you may be prevented from sitting the final exam in accordance with university guidelines.

- Join in discussions: bring examples from your own experience
- Listen attentively to the individual or team who has the ‘floor’.
- Complete all formal and informal tasks on time.

Your tutor is a guide and mentor who will facilitate your learning. Active involvement in the learning tasks and exercises is an important aim of these tutorials.

### Table 4.2
MARK 1012 - The Assessment Scheme

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS</th>
<th>Weight of each task</th>
<th>Type of task</th>
<th>Length No. of words/Time</th>
<th>When Lecture/Tutorial Scheduled Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis Report*</td>
<td>9%</td>
<td>Team</td>
<td>600 words 15 minutes</td>
<td>Tutorials 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Case Oral Presentation</td>
<td>5%</td>
<td>Individual</td>
<td>3 minutes for each student in the team</td>
<td>Tutorials 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>Two quizzes (Better of the two to be counted)</td>
<td>1 x 15% = 15%</td>
<td>Individual</td>
<td>35 minutes each</td>
<td>Q1-Lect: 6: 12 April Q2-Lect 12: 24 May</td>
</tr>
<tr>
<td>Major Project* (2-stage report submission)</td>
<td>23% (7% Stage 1 + 16% Stage 2)</td>
<td>Team</td>
<td>Stage 1: 1500 words Stage 2: 3000 words† 7 minute team presentation</td>
<td>Tutorial 6 April 18 – 21, 2016 Tutorial 11 May 30 – June 2, 2016</td>
</tr>
<tr>
<td>Research Component †</td>
<td>3%</td>
<td>Individual</td>
<td>N/A Up to one hour</td>
<td>To be advised in due course, if offered</td>
</tr>
<tr>
<td>Final Exam (End of Term)</td>
<td>45% (or 48%)</td>
<td>Individual</td>
<td>2 hours</td>
<td>Formal UNSW Exam period</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100% = 60% Individual Written Assessment + 5% Individual Oral Communication Assessment + 33% Team Assessment + 3% Individual Research Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Subject to Peer Evaluation (see 4.2.1 below)
† Combines both Stage 1 revised report and Stage 2 report.
Participation is optional; however, you are strongly urged to participate. **If there is no ongoing research in the School, or you do not participate, final exam for you will account for 48% (not 45%)**

Peer Evaluation

Each student will evaluate the contributions of their group members (not themselves) for the team case analysis and major project in Weeks 6 and 12 using the School of Marketing’s WebPA Peer Assessment on the course Moodle site.

WebPA is based on a detailed list of evaluation criteria to rate team work skills, an important program learning goal of undergraduate degrees offered by the UNSW Business School. Group members bring different strengths to a project, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student’s contribution score will be the average of the points received from their group members.

*Adjustments to individual marks will occur where an individual student’s peer evaluation score falls below an acceptable level.*

4.2.1 Case Analysis (9% Report + 5% Presentation = 14%)

As a team, you will be required to:

I. Present a short, topic-related case study assigned to your team (see course schedule, pp. 15-16) in the tutorial (15 minutes per team; 3.75 minutes per student for a 4-member team); develop a two-page referenced case summary; and submit a copy of the presentation (i.e., slides used) to your tutor. *Please note that each team member will have to participate in the presentation.*

II. *Each of the students other than those presenting the Case Study must hand over a single page summary of the case to the tutor. Non submission or late submission of this summary will adversely affect your overall Case Grade.*

III. Once the presentation has been made, the non-presenting students in the class are expected to actively join in discussing the presentation.

For further details about case presentation, please see the Course Schedule: Table 7.1 (pp. 14-15). Any changes in the schedule will be posted on the MOODLE.

The marking criteria that will be applied for tutorial assessments are as follows:

(a) **Team Case Analysis Written Report:** (9 marks)

- Succinct overview of the case situation (use the case questions listed at the end of each case study, and address any additional question you consider appropriate).
- Elaboration of options or solutions to the issues arising (not just one ‘answer’)
- Evidence of further research to more fully understand the case / solutions, including an update on the current situation (if a ‘real’ scenario and if available)
- Clear argument for the recommended solution of the case
- Must not exceed 600 words (max. 2 pages double spaced, 12pt font) and should be correctly referenced.
- Must acknowledge all sources of information (if used).
- Must have an Assignment Cover Sheet, signed by each member of the team.

*The case analysis report must be handed in to your tutor at the beginning of the tutorial you are scheduled to present.*
Marking guide for the written case report is shown below (Table 4A – next page). However, Your tutor may provide additional comments on your team report on various other issues such as things that were done well, created interest or were different; things that may need to be improved and written material; clarity (e.g., readable and clear, referencing using Harvard style) and additional general comments.

### Table 4A: SAMPLE MARKING CRITERIA FOR THE CASE REPORT

Checklist and Feedback Sheet

Team Number: _______ Date: ____/____/____ Grade: ___

The ticks below indicate your standing with regard to each statement.

<table>
<thead>
<tr>
<th>ID</th>
<th>DN</th>
<th>CR</th>
<th>PS</th>
<th>FL</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>76-84</td>
<td>65-74</td>
<td>50-64</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

#### Written Report - (Worth 9 marks: To be graded on 18 marks and scaled down)

- Questions answered and covered in depth. (4 marks)
- Demonstrates good understanding of key concepts (3 marks)
- Original and creative thoughts (identifying issues not included in the given questions.) (2 marks)
- Critical and evaluative analysis of relative importance of issues (2.5 marks)
- Convincing & logical argument and good organization (2.5 marks)
- Develop well justified conclusion (2 marks)
- Well written (2 marks)
- Questions ignored or superficially answered
- Poor understanding of key concepts
- Little evidence of creative thoughts
- Poor or no analysis of relative importance of issues
- Rambling argument, neither convincing nor logical; poor organisation
- Develop poor conclusion
- Poorly written

(b) **Individual Presentation of the team case analysis:** (5 marks)

Each member of the team will present a part of the report for three minutes. Submit a one page presentation plan to your tutor beforehand containing team-member names and order of presenters. You will be assessed on the basis of the following three major criteria (see Table 4B, next page).

- Communicating clearly and coherently - logical structure, coherent ideas, language, answering audience questions.
- Engaging the audience through professional delivery – delivery (not overly reading from slides/notes) quality of speech, use of voice, body language, unprofessional appearance, involvement and organisation. Time management is important.
- Using tools and technologies effectively - Clarity of any visual aids used (avoid unclear, irrelevant, inaccurate and inappropriate tools).
If you are absent on the day you are scheduled to present your case or help lead the discussion due to medical reasons, you will be assigned an alternative task as a make-up for this piece of assessment.

You are expected to come prepared for every tutorial as your active participation is required. Table 4B (next page) presents the marking criteria for the case study.

**Table 4B: SAMPLE MARKING CRITERIA FOR CASE PRESENTATION**

<table>
<thead>
<tr>
<th>Student Name _______________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ticks below indicate your standing with regard to each statement. A tick in a particular box indicates quality of a particular aspect of presentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION - (Worth 5 marks: To be graded on 20 and scaled down)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Communication</strong></td>
</tr>
<tr>
<td>1a Did not communicate clearly or structure presentation coherently to achieve aim.</td>
</tr>
<tr>
<td>Communicated clearly, structured presentation coherently but this could have been more consistently effective.</td>
</tr>
<tr>
<td>Communicated clearly, structured coherently and convincingly to achieve aim.</td>
</tr>
<tr>
<td>(0 – 2 marks)</td>
</tr>
<tr>
<td>1b Did not express complex ideas and information clearly and precisely in language appropriate for intended audience, purpose and spoken context.</td>
</tr>
<tr>
<td>Could not answer audience questions clearly.</td>
</tr>
<tr>
<td>Expressed complex ideas and information clearly and precisely in language appropriate for intended audience, purpose and spoken context.</td>
</tr>
<tr>
<td>Answered audience questions clearly.</td>
</tr>
<tr>
<td>(0 – 2 marks)</td>
</tr>
<tr>
<td><strong>2. Engaging the audience through professional delivery</strong></td>
</tr>
<tr>
<td>2a Delivery did not engage audience (e.g. insufficient eye contact); overly reading from notes; unclear or inaudible speech; voice not used effectively (too fast/slow).</td>
</tr>
<tr>
<td>Delivery engaged audience (e.g. made some eye contact); did not overly reading from notes; generally clear or audible speech; voice used effectively (emphasized key points).</td>
</tr>
<tr>
<td>Delivery engaging and memorable; (e.g. maintains eye contact); did not read from notes intrusively; clear, audible speech; voice used effectively (promoting understanding).</td>
</tr>
<tr>
<td>(0 – 2 marks)</td>
</tr>
<tr>
<td>2b Unprofessional appearance; poor body language; unprepared or disorganized delivery and poor time management.</td>
</tr>
<tr>
<td>Professional appearance; appropriate body language; adequately prepared; organized delivery and adequate time management.</td>
</tr>
<tr>
<td>Very professional appearance; confident body language; Well prepared and organized delivery and effective time management.</td>
</tr>
<tr>
<td>(0 – 2 marks)</td>
</tr>
</tbody>
</table>
3. **Using tools and technologies effectively**

<table>
<thead>
<tr>
<th>(0 – 2 marks)</th>
<th>(2.1 – 2.9 marks)</th>
<th>(3 – 4 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not use tools effectively (e.g., visual aids are cluttered, unclear and inaccurate). Tools were not relevant, or not used appropriately (e.g., ignored or read out verbatim) (0 – 2 marks)</td>
<td>Used tools effectively (e.g., visual aids are clear, uncluttered and accurate. Tools were not relevant or not used appropriately (e.g., ignored or read out verbatim) (2.1 – 2.9 marks)</td>
<td>Used tools very effectively (e.g., visual aids are clear, accurate and visually effective. Tools were highly relevant, used appropriately to reinforce message and achieve aim. (3 – 4 marks)</td>
</tr>
</tbody>
</table>

**4.2.2 Quiz (15%)**

There are two quizzes, each worth 15% of your final grade, throughout the semester (scheduled on April 12 (Week 6) and May 24, 2016 (Week 12), respectively). However, the one with the better grade will be counted towards your overall score. Each Quiz will be of 35-minute duration and will be conducted in your respective Lecture Rooms. Quiz 1 will be based on lecture materials covered during lectures 1 – 5 (Chapters 1 - 6) while Quiz 2 will include materials from lectures 6 – 11 (Chapters 7 – 13).

Since only one of the two quizzes will be counted towards your final grade, **there is NO MAKEUP for missed quizzes; you must sit at least one of these quizzes.**

*Note that there is NO special consideration for missing Quizzes. However, if you miss both quizzes due to serious accidents or hospitalization, you must contact the course coordinator.*

For your own good, you are advised to sit each of these quizzes; it will give you the opportunity to improve your grade in case you have done badly in one.

**4.2.3 Major Project (23%)**

The major project is a team task that deals with a new product. A separate project brief will be provided to you in due course (in week 3 or earlier) telling you what to do.

This assignment is designed to encourage you to gain many different perspectives of marketing concepts and theories, to understand marketing problems, to work as a team and to develop communication skills. The project has to be completed in two stages; each stage places different emphasis on various performance criteria outlined in the Major Project Brief (to be posted on Moodle in week 3 or earlier). However, a short summary is provided below:

**Stage 1** (worth 7% of your overall mark: due in tutorials in Week 7 - from 18 – 21 April, 2016) involves background information about the assigned task. You will be provided feedback on the quality of your report in terms of the information provided in the report; secondary research conducted; depth of analyses as well as relevance and appropriateness of your referencing.

**Stage 2** (worth 16% of your overall mark: due in the last tutorial in Week 13 – from May 30 – June 2, 2016) allows you to address any shortcomings in Stage 1, and to build a picture of your assigned product /product category. Please note that the Stage 2 report incorporates your updated Stage 1 report. *Each team will present the summary of their respective project in tutorial 11 (during the last tutorial, using 3-4 slides: max 7 minutes).*

*As mentioned earlier, peer evaluation will be taken into consideration in awarding individual grades. So, different members of the team may end up with different marks for the major project.*
For detailed instructions relating to this project – including peer review process and assessment criteria – please refer to the Major Project Brief documents to be posted on the Moodle in week 3. However, instructions about assignment submission procedure and late submission are provided below (see Section 4.4).

4.2.4 Research Participation

You may have the opportunity to participate in a real life marketing research conducted by the school. Participation in this project will be treated as class participation and award you 3% of the overall course mark. The 3% is part of course assessment, and NOT A BONUS 3% on top of the 100%. Separate details will be provided once the allocations have been finalised.

Should you not wish to participate or if this component is not offered, the final exam component for you will account for 48% of the overall course grade.

4.2.5 The Final Examination (45%)

The final exam, worth 45% (48% if research component is NOT offered or chosen), will be scheduled by the UNSW examinations unit. It is a 2-hour exam which covers all lecture and tutorial materials of Weeks 1 to 13. It comprises multiple choice questions; short cases with closed ended answers and concept/application matching questions. Please consult the appropriate UNSW website when it is updated with the exam timetable. Your overall course grade will be a normalised grade and may be slightly different from your raw grades.

Alternative exam times are NOT provided for this subject (so please do not ask for an earlier/later exam time). Please refer to Section 11 for Special Consideration and Supplementary Exams.

4.3 ASSIGNMENT SUBMISSION PROCEDURE

Each assignment report must have a cover sheet (SoM/Business School cover sheet) signed by all team members; do NOT sign on behalf of a fellow student. It is strongly suggested that All members check and endorse any document before submission – it is important that you do know what is submitted under your name.

All assignments must be submitted to your tutors on their respective submission dates listed on the course outline.

4.4 LATE SUBMISSION

Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

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

Prescribed text book (includes tutorial cases for general discussion):

Additional / alternative readings:

Recommended Internet sites:
www.library.unsw.edu.au (look at linked databases for relevant information)
The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

Journals/periodicals:

NEWSPAPERS/MAGAZINES
The Australian (Marketing Section) Business Review Weekly (BRW)
Sydney Morning Herald (Business Section) Advertising News

ACADEMIC JOURNALS
Australian Journal of Management Journal of Marketing
Journal of Marketing Management Journal of Consumer Research
Journal of Advertising Journal of Advertising Research
Journal of Retailing European Journal of Marketing

6. COURSE EVALUATION AND DEVELOPMENT

The School of Marketing has always been keen to obtain feedback from students about this gateway course of the School. Each session the School implements the UNSW Course and Teaching Evaluation and Improvement (CATEI) process. You are required to complete a couple of feedback forms that are made available to you towards the end of the semester.

One of the reasons for this is the fact that it is constantly revised and updated based on student feedback and evaluation. For example, the assessment scheme has been modified (to have two Quizzes and consider the better one towards determining the final grade) based on student feedback. Hence, your feedback is important and I will remind you towards the end of the session to complete the CATEI forms and have your say.
7. COURSE SCHEDULE

The course schedule for MARK 1012 is presented below (Table 7.1 – pp. 14-15). Please read it carefully as it presents lecture and tutorial topics/themes, required preparation and important other information; online activities, such as discussion forums; relevant readings from textbook and other required reference material and other learning activities which students are required to complete, including assessment dates and times.
Table 7.1: Course Schedule (Tentative)

All lectures are on Tuesdays (Morning session: 1100 am to 0100 pm in CLB 7; and Afternoon session: 0400 – 0600 pm in CLB 7. However, tutorials are scheduled on different days and at different times throughout the entire week (Mondays – Thursdays: no tutorial in Lecture Week 1).

Please note that in most instances the tutorials discuss topics covered in the lecture of the previous week or earlier weeks. You are expected to pre-read in preparation for the lecture and the tutorial, and then re-read to consolidate your knowledge.

<table>
<thead>
<tr>
<th>Lecture: Date</th>
<th>Lecture Topic/s Text Chapter/s*</th>
<th>Tutorial Activities in this week (see Tutorial Outline for Discussion questions)</th>
<th>Tasks/Activities/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1: 1 March</td>
<td>Housekeeping Issues Introduction to Marketing Chapter 1</td>
<td>No tutorial meeting this week</td>
<td>Thinking about the Team and the project</td>
</tr>
<tr>
<td>Lecture 2: 8 March</td>
<td>Marketing Environment Planning and strategy Chapters 2 &amp; 3</td>
<td>Tutorial 1: Getting to know each other Formation of Project &amp; Case Teams: Discussion - Chapter 1</td>
<td>Form six (6) teams of five (4) students. Your tutor may intervene if necessary. Give your team details to your tutor.</td>
</tr>
<tr>
<td>Lecture 3: 15 March</td>
<td>Marketing Information &amp; Research Chapter 4</td>
<td>Tutorial 2: Case analysis workshop: Discussion - Chapter 3</td>
<td>Project Teams to start research for Stage 1</td>
</tr>
<tr>
<td>Lecture 4: 22 March</td>
<td>Consumer and Business Markets Chapters 5</td>
<td>Tutorial 3: Practice Case 1 Discussion Ch. 4</td>
<td>Work for Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MID-TERM BREAK</td>
<td></td>
</tr>
<tr>
<td>Lecture 5: 5 April</td>
<td>Segmentation, Targeting and Positioning Chapter 6</td>
<td>Tutorial 4: Practice Case 2 Discussion Ch. 5</td>
<td>Work for project</td>
</tr>
<tr>
<td>Lecture 6: 12 April</td>
<td>Products and Brands 1 Chapter 7</td>
<td>Tutorial 5: Case Presentation* Team 1 [TBA] Discussion Ch. 6</td>
<td>QUIZ 1 (15 Marks) in CLB 7, in lecture: 2nd half Coverage: Lectures 1 – 5 (Chapters 1 – 6)</td>
</tr>
</tbody>
</table>
| Lecture 7: 19 April | Products and brands II Chapter 8 | Tutorial 6: Case Presentation* Team 2 [TBA] Discussion Ch. 7 | Returning Quiz 1 Scripts  
  - Stage 1 report due this week  
  - Submit your report to your tutor |

* Cases assigned to each group will be posted on MOODLE
Table 7.1: Tentative Course Schedule *(continued from p.15)*

<table>
<thead>
<tr>
<th>Lecture: Date</th>
<th>Lecture Topic/s Text Chapter/s*</th>
<th>Tutorial Activities in this week <em>(see Tutorial Outline for Discussion questions)</em></th>
<th>Tasks/Activities/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 8: 26 April</td>
<td>Pricing 1 <em>Chapter 9</em></td>
<td>Tutorial 7: Discussion on Stage 1 Report  Case Presentation* Team 3 [TBA]  Discussion Chapter 8</td>
<td>Feedback on Stage 1 Project Report</td>
</tr>
<tr>
<td>Lecture 9: 3 May</td>
<td>Pricing 2  Placement 1 <em>Chapter 10</em></td>
<td>Tutorial 8: Case Presentation* Team 4 [TBA]  Discussion Questions: Chapter 9</td>
<td></td>
</tr>
<tr>
<td>Lecture 10: 10 May</td>
<td>Placement 2  IMC 1 <em>Chapter 11</em></td>
<td>Tutorial 9: Case Presentation* Team 5 [TBA]  Discussion Questions: Chapter 10</td>
<td>Free time to work for your team project</td>
</tr>
<tr>
<td>Lecture 11: 17 May</td>
<td>IMC 2 <em>Chapter 12, 13</em></td>
<td>Tutorial 10: Case Presentation* Team 6[TBA]  Discussion Questions: Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Lecture 12: 24 May</td>
<td>Sustainable Marketing  Course Review <em>Chapter 14</em></td>
<td>NO TUTORIAL THIS WEEK  TIME FOR TEAMWORK TO FINALISE THE PROJECT REPORT</td>
<td>QUIZ 2 (15 Marks) in CLB 7, in lecture: 2nd half  Coverage: Lectures 6 – 11 (Chapters. 7-13)</td>
</tr>
<tr>
<td>Week 13</td>
<td>NO LECTURE</td>
<td>Tutorial 11: Discussion Questions: Chapter 12, 13, 14  Presenting project summary. Each Team is expected to bring 3 – 4 slides to present the main project findings (7-8 min/Team)</td>
<td>Returning QUIZ 2 Scripts and Marks  • Stage 2– Final Project due this week  • Submit to your tutor</td>
</tr>
</tbody>
</table>

* Refers to chapter(s) in the prescribed textbook: *Principles of Marketing 6th Edition* by Armstrong, Adam, Denize and Kotler. Published by Pearson Australia.
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.

A student can demonstrate his or her achievement of these goals by the specific outcomes he or she achieves by the end of the degree program (e.g. be able to analyse and research business problems and propose well-justified solutions). Note that each course has been designed to contribute to student's development of two or more program learning goals/outcomes by providing opportunities for them 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 School 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.

### Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.
   - You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
   - You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
   - You should be able to:
     a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
     b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.
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 the ethical, social, cultural and environmental implications of business practice.  
You will be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

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 enrolment, 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.

More specifically, it is your responsibility to ensure that:

1. You are recorded by the University as being correctly enrolled in all your courses.

2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.

3. You abide by the key dates:
   Monday 29th February is the first day of Semester 1 lectures.
   Sunday 6th March (end of Week 1) is the last day you can change your enrolment and timetable via myUNSW for the main Teaching Period (T1), and is also the due date for Semester 1 fees.
   Thursday 31st March (before midnight, mid-semester break, after Week 4) is the last day to discontinue without financial penalty (T1 census date).
Sunday 24th April (before midnight, end Week 7) is the last day to discontinue without academic penalty (teaching period T1), resulting in a grade of NF (No Fail).

Please note that it is possible to withdraw late from a course, i.e., after the academic withdrawal deadline (24th April) up until the last day of teaching for the teaching period (5th June for T1). Late withdrawal means that you will receive an AW (Academic Withdrawal) grade on your academic transcript. It will not count for WAM, but will count for academic standing. For more information on late withdrawal, including penalties and implications for academic grades and transcripts, see:

4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the semester’s examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Semester 1, 2016, falls between 10th and 27th June (provisional dates subject to change).

5. When the final examination timetable is released in April, 2016, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations.

A full list of UNSW Key Dates is located at: https://student.unsw.edu.au/dates

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

The rule of thumb is that you will spend at least nine to ten hours (9 - 10 hrs.) per week for this course. This time should be made up of attending lectures and tutorials, reading, research, working on exercises, and problem solving. However, in periods when you need to prepare case studies, complete assignments or prepare for examinations, the workload may increase.

Each student has a unique style of and approach to learning. The overriding need is for you to plan, and do your study and work early. Last minute effort and cramming is not very useful in marketing subjects as there is significant ongoing team and project work.

It is important to note that over-commitment is undesirable as it has been a cause of failure for many students. There is a high component of team work so steady and consistent effort is required. 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 tutorials is expected in this course. University regulations state that if students attend less than 80% of scheduled classes they may be refused final assessment. Your tutor will monitor your class attendance, your participation and your involvement in team activities. 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://safety.unsw.edu.au/

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site (MOODLE). You will be able to download lecture notes from this site; post and read discussion comments; and view other material that is relevant to the course. 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 AND SUPPLEMENTARY EXAMS
You must submit all assignments and attend all examinations and Quizzes in this course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate 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:
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 your lecturer-in-charge**; he will be automatically notified when you lodge an online application for special consideration.

4. In the case of UG (Undergraduate) final exam special considerations decisions and recommendations are only made by the Faculty Panel, **not** by the lecturers.

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.

**Business School Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:**

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance will require at least 45% in the quiz and other continuous assessment items and meeting the obligation to have attended 80% of tutorials.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

**Special Consideration and the Final Exam in undergraduate courses:**

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2016 are:
   
   - **12th July, 2016** – exams for the School of Accounting
   - **13th July, 2016** – exams for all Schools except Accounting and Economics
   - **14th July, 2016** – exams for the School of Economics

   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**
2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You will still need to satisfy the criteria stated above.

The Business School’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf.

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**: Provides technical support for problems logging in to websites, downloading documents etc. 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 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