

# MARK1012 MARKETING FUNDAMENTALS

## Course Outline Semester 1, 2017

**Part A: Course-Specific Information**  
**Part B: Key Policies, Student Responsibilities  
and Support**

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## **PART A: COURSE-SPECIFIC INFORMATION**

### **1 STAFF CONTACT DETAILS**

Lecturer-in-charge: Dr Tania Bucic

Room: Quad3031

Phone No: 938 53315

Email: [t.bucic@unsw.edu.au](mailto:t.bucic@unsw.edu.au)

Consultation Times – Tuesdays 5-6pm (or by appointment)

Tutor names: A full list of tutors and their contact details will be posted on the Moodle Course Website.

Please note, only emails from UNSW email addresses will be opened.

### **2 COURSE DETAILS**

#### **2.1 Teaching Times and Locations**

Lectures start in Week 1(to Week 12): The Time and Location are:

Tuesday 11am – 1pm, Central Lecture Block (CLB) 7; Tuesday

3pm – 5pm, Science Theatre

Tutorials start in Week 2 (to Week 13). A full list of tutorials, times and tutors will be on the Course Website.

Students **MUST** enrol in one of the available tutorials for this course via [myUNSW.edu.au](http://myUNSW.edu.au). Students are permitted to attend **ONLY** the tutorial in which they are formally enrolled. Switching between tutorials is not permitted.

#### **2.2 Units of Credit**

This course is worth 6 units of credit.

#### **2.3 Summary of Course**

In today's business world, marketing is viewed as central to creating and delivering value both to the organisation and to the customer. It impacts all aspects of a business organisation, shaping and directing corporate through to marketing strategy. Many companies acknowledge that their growth and survival depends on putting the customer at the centre of their planning. Thus, an understanding of marketing is essential for any business student.

This course introduces the student to the major concepts and theories, reflecting the breadth and diversity of marketing. It provides insights into where marketing fits within an organisation, its contributions to business in general, describes frameworks supporting marketing activities, and helps with challenges in the ever changing market place. It discusses the application of this understanding to consumer goods, as well as service, business-to-business, industrial and non-profit organizations, and to the growing area of e-commerce. Topics include: marketing processes and planning, the

use of market research, an understanding of consumers and customers, decisionmaking and the marketing mix, market segmentation, positioning and product differentiation, the changing global environment.

## 2.4 Course Aims and Relationship to Other Courses

The course combines theory and practice of marketing with the aim of explaining the role of the marketing function in modern organisations and in society. It utilises a value based approach that is essential in practice and to solve real life business problems.

The course provides an essential foundation for further study across the broad spectrum of topics covered in marketing. Infact, Mark1012 is the first course that you must enrol in if you intend to graduate with a 'Marketing Major'. MARK1012 is a prerequisite for all advanced marketing courses. The knowledge and skills developed here 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), and Strategic Marketing Management (MARK 3082).

## 2.5 Student Learning Outcomes

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

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all 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').

By the end of this course, you should be able to:

1. Describe core marketing concepts
2. Understand the notion of value creation, value delivery and value capture
3. Make marketing-based decisions

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

### 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 should 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.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate postgraduate coursework [delete one] students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Describe core marketing concepts; Understand the notion of value creation, value delivery and value capture; Make marketing-based decisions <i>Not specifically assessed in this course</i>	<ul style="list-style-type: none"> <li>• Tutorial case study leadership</li> <li>• Tutorial participation</li> <li>• Quizzes</li> <li>• 72hour report</li> </ul>
2	Critical thinking and problem solving	Apply marketing frameworks to interpret real world problems, identify opportunities and make decisions <i>Not specifically assessed in this course</i>	<ul style="list-style-type: none"> <li>• Tutorial case study leadership</li> <li>• Tutorial participation</li> <li>• Quizzes</li> <li>• 72hour report</li> </ul>
3a	Written communication	Construct written work which is logically and professionally presented. <i>Not specifically assessed in this course</i>	<ul style="list-style-type: none"> <li>☐ 72hour report</li> </ul>

3b	Oral communication	Communicate ideas in a succinct and clear manner. <i>* Specifically assessed in this course</i>	<ul style="list-style-type: none"> <li>• Tutorial case study leadership</li> <li>• Tutorial case study participation</li> </ul>
4	Teamwork	Using the preset groups, work collaboratively to study, develop the case leadership agenda and present the allocated case study. <i>Not specifically assessed in this course</i>	<input type="checkbox"/> Tutorial case study leadership <input type="checkbox"/> Tutorial participation <input type="checkbox"/> Quizzes <input type="checkbox"/> 72hour report
5a.	Ethical, social and environmental responsibility	Ethical and sustainability responsibility issues related to marketing. <i>Not specifically assessed in this course</i>	<input type="checkbox"/> Tutorial case study leadership <input type="checkbox"/> Tutorial case study participation
5b.	Social and cultural awareness	Social and cultural issues related to marketing <i>Not specifically assessed in this course</i>	<input type="checkbox"/> Tutorial case study leadership <input type="checkbox"/> Tutorial case study participation

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

MARK1012 is a “hands on” course. The delivery of this course follows the usual format of a weekly 2 hour lecture and a weekly 1 hour tutorial. The in class contact hours are supplemented by material made available via the course website on Moodle – that students are expected to consumer prior to attending the weekly face to face classes.

The face-to-face classes comprise a combination of class discussions, case discussions, class exercises, and guest visits. The assigned cases and reading materials focus in-class discussions and provide theoretical grounding for application of new concepts. Marketing problems, in the form of cases, are assigned to enable students to apply knowledge and use critical thinking to make decisions. The preassigned study groups are a major support structure for this course and should be convened on a regular weekly basis. In addition, independent study is vital and is guided by the *McGraw Hill* suite of products complementing the text book and available to you via Moodle. Successful completion of MARK1012 requires about 10 hours per week of study time.

In this course, there are dual responsibilities: Staff are responsible for providing a learning direction (project opportunity and access, theoretical information and assessment); Students are responsible for reading recommended materials prior to weekly meetings, making intelligent contributions to discussions, clarifying ambiguities, demonstrating willingness to learn and to undertake activities that are important for learning. Students must complete set tasks and be active participants in MARK1012 and must show initiative by being proactive in their own learning.

### 3.2 Learning Activities and Teaching Strategies

This course applies an active learning pedagogy – that is, learning is student-centred and reliant on active motivational and cognitive engagement. This means that students must present to class with a positive attitude and willingness to learn. Essentials for noting that are specific to this course are listed below:

Students will be requested to complete a survey emailed to them by no later than Week 1 for the purpose of being allocated into work groups in tutorials (no more than 3 students per group). These groups will be useful for group study, case preparation and presentation, and the final assignment. Group composition cannot be changed.

There is a prescribed text book for this course as well as digital tools supporting the textbook that are accessible via Moodle. Students must register online and access digital resources as two assessment tasks will be conducted using this medium. Additional learning activities have also been designed to scaffold learning in this course and are important for timely knowledge development. All activity is monitored and will be automatically reported back to the LIC. Students are also expected to read and complete all allocated materials including cases, prior to attending tutorials and lectures.

Lectures and tutorials will be devoted to probing, extending and applying theoretical concepts to assigned topics and students will be expected to attend fully prepared for robust conversation. Based on the assumption that students have read the allocated text and completed the allocated activities, class discussion will be a vital part of each class and student participation will be assessed. Students will be called upon to contribute and therefore, it is absolutely critical that you are sufficiently prepared to be able to follow the discussion, to synthesise and to evaluate various perspectives.

Concepts that are discussed and knowledge gained in class will be applied to the final assessment – the 72hour report.

**NOTE: Computers and mobile devices are not permitted to be used in lectures and tutorials (unless the instructor indicates otherwise) – surfing and texting emerges as an inevitable and regrettable result, and is highly distracting for everyone.**

## 4 ASSESSMENT

### 4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50% (50/100 marks); and □ make a satisfactory attempt at all assessment tasks (see below); and
- attend a minimum of 80% classes.

### 4.2 Assessment Details

**Tutorial and case participation (20% individual)**

Tutorials are held weekly and comprise 1 hour face-to-face workshop-type meetings commencing in week 2. The tutorial program will mainly consist of a discussion of various issues in the form of case analyses and other exercises designed to give students a better understanding of applications of marketing. A nominated group will lead the case study discussion each week and the rest of the class is expected to participate actively and to demonstrate positive citizenship behaviour. Tutorials give an opportunity to:

- explore the weekly topic content
- obtain, select and organise marketing information
- enhance communication skills
- make independent, informed and justified assessments of course related situations
- work co-operatively with other class members

This course requires a minimum of 80% attendance at both lectures and tutorials. If you do not attend the minimum number of classes, you may not be eligible to pass this course.

This course will be largely based on case studies as the main form of conveying real life marketing scenarios and associated considerations. As such, the case method of teaching and learning will be applied. This means that students will be expected to present to classes fully prepared and ready to engage with case based discussion, relevant to the weekly topic. Each week, student participation will be graded to reflect the quality and quantity of contributions. The case teaching and participation opportunity commences from week 3 and includes cases presented by case leaders as well as case preparation and summary activities presented by the tutor. If you are absent in any given week you will receive a zero score for that week and the participation opportunity will be foregone. At their discretion, the instructor may issue a 10 minute debrief as a supplementary assessment task in tutorials. The topics and questions will be randomised across tutorials. Students will be given 10 minutes to complete the debrief.

You will not receive special consideration for any absence in these weeks as the assessment is in-the-moment and cannot be re-run.

Further details regarding how case participation will be assessed, will be provided in Week 2.

Debriefs will be marked using the following guide:

- Demonstrates understanding of course content and development of knowledge
- Demonstrates critical thinking and imagination
- Communicates clearly and concisely
- Answers set questions

### **Case leadership (10% individual)**

Students will be placed in groups by Week 2 and informed of these groups no later than Week 3. These groups should be used as a resource for group study. In addition this is the group that each student will present their assigned case with. The group will be expected to lead the class case discussion, identifying and summarising important points for each concept relevant to the topic of interest. Each presenting student (of the leadership group for the week) will be marked individually (10%) for their presentation



though a component of this mark will be attributed to group cohesion in content coverage and delivery (10 minutes each). The case teaching and participation opportunity runs from week 3 and each group will be allocated a presentation week by no later than week 3.

If you are absent in your allocated presentation week you will receive a zero score and the participation opportunity will be foregone. You will not receive special consideration for any absence in these weeks as the assessment is in-the-moment and cannot be rerun. Failure to attempt this assessment task can only be penalised the proportionate amount of this task (i.e., 0/20).

Marking criteria (sample):

- 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
- Demonstrate effective group preparation
- Demonstrate effective group presentation strategies and skills
- Energises audience through thoughtful debate and inquiry

**Progress quiz – early stage (20% individual)**

To undertake early stage assessment and provide valuable feedback, a progress quiz will be made available for completion in Week 4. The quiz will be available via Moodle for 24 hours, starting 1pm Monday 20<sup>th</sup> March until 1pm Tuesday 21<sup>st</sup> March.

This progress quiz (early stage) will be conducted online, using the McGraw Hill Connect platform that is to be accessed via Moodle. The quiz will include 40 questions that can be a combination of multiple choice questions, and true/false questions. Each student will receive a randomised set of questions (each quiz is unique but pitched at the same level). The quiz is allocated at limit of 20 minutes. Each quiz is electronically monitored – this means that it is strictly timed and instantly connected to your Moodle account and administrative records. The quiz offers two chances only – that is, once the quiz has been started it will be counted as a formal attempt at the assessment task whether or not it is completed. Students will have a maximum of two attempts – where the final attempt will be recorded.

If students do not complete the quiz in the allocated time window, it will be a foregone opportunity that will not be rerun. Failure to attempt this assessment task can only be penalised the proportionate amount of this task (i.e., 0/20).

**Progress quiz – late stage (20% individual)**

To undertake late stage assessment and provide valuable feedback, a progress quiz a progress quiz will be made available for completion in Week 12. This progress quiz will be conducted online, using the McGraw Hill Connect platform that is to be accessed via Moodle. The quiz will be available via Moodle for 24 hours (exact timing TBA).

The quiz will include a combination of multiple choice questions, true/false questions and written questions. The content will cover all topics from Week 1 to Week 12 inclusive. Each student will receive a randomised set of questions (each quiz is unique but pitched at the same level). The quiz is allocated at limit of 60 minutes. Each quiz is electronically monitored – this means that it is strictly timed and instantly connected to your Moodle account and administrative records. The quiz offers two chances only – that is, once the quiz has been started it will be counted as a formal attempt at the assessment task whether or not it is completed. Students will have a maximum of two attempts – where the final attempt will be recorded.

If students do not complete the quiz in the allocated time window, it will be a foregone opportunity that will not be rerun. Failure to attempt this assessment task can only be penalised the proportionate amount of this task (i.e., 0/20).

### **72hour report (30% group)**

In Week 13, at 1pm on Friday 2<sup>nd</sup> June 2017, the 72hour report will be released to students on Moodle. This will be a group assignment (to be completed in the groups allocated at the start of the semester in the tutorials). The topic and relevant questions will be provided and students will be required to complete the written tasks using the principles that they have learned in the course. The theories and their applications as practiced in the lectures and tutorials will help to direct the focus of this task. The 72hour report is to be no longer than 2000 words and be supported with proper references in the Harvard format. Students will have 72 hours to complete the assessment task and submit their completed work via Turnitin on Moodle by 1pm on Monday 5<sup>th</sup> June 2017. Only assignments submitted via Turnitin on Moodle will be accepted.

Assignments that are not submitted by the deadline will incur late penalties of 10% per day or part thereof. Assignments will not be accepted after 5 days. Failure to attempt this assessment task can only be penalised the proportionate amount of this task (i.e., 0/30).

**Note 1:** If a supplementary assessment is provided for this task, the maximum students may receive for the new task is 50% (i.e., 15/30).

**Note 2:** Turnitin is a plagiarism verification software. It will issue a report for each submission. Plagiarised works are identified and linked to the source. Similarity readings above 10% will attract scrutiny and students will be referred to the designated school ethics officer who will investigate the issue. Students may be placed on a plagiarism offence register and have their mark reduced for this assessment task, and potentially, referred to the university register where course failure may be an outcome.

Further details regarding how the 72hour report will be assessed will be provided in Week 11 on Moodle.

### **4.3 Assessment Format**

<b>Assessment Task</b>	<b>Weighting</b>	<b>Length</b>	<b>Due Date</b>
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Individual – tutorial and case participation	20%	In tutorial	Week 3 onwards
Individual – case leadership	10%	In allocated tutorial	Week 3 onwards
Individual progress quiz – early stage	20%	20 minutes	Week 4 (online, 24 hour window)
Individual progress quiz – late stage	20%	60 minutes	Week 12 (online; 24 hour window)
Group - 72hour report	30%	2000 words (plus references)	Week 13, (released 1pm Friday 2 <sup>nd</sup> June 2017, due 1pm Monday, 5 <sup>th</sup> June 2017)

#### 4.4 Assignment Submission Procedure

Your assignments must be formatted as per the requirements below:

- Use 11pt or 12pt font
- 2.5 cm left margin
- 1.5 line spacing
- Leave a line between each paragraph
- Number each page
- Student number(s) and course code (MARK1012) to appear on every page
- Use Harvard method for referencing - more information can be found on the EDU website

Note 1: Each written assignment submission must have a cover sheet (SoM/Business School cover sheet) signed by all team members.

Note 2: Students are reminded to keep a copy of all work submitted for assessment.

#### 4.5 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 days. An assignment is considered late if the requested format such as hard copy or 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

The course website is on Moodle at:

- <http://moodle.telt.unsw.edu.au>

You will need to access the course website regularly (at least once per week) as some formal assessments will be conducted online and you will be expected to participate in online learning activities accessible via the course website. Further details will be provided in Week 1.

The textbook for this course is:

- Grewal D., Levy M., Mathews S., Harrigan P. and Bucic T. (2015), Marketing, McGraw-Hill Education.

NOTE; There is an ebook available (Smart Book, via Moodle on the McGraw Hill Campus, Connect site). Details will be provided in Week 1 lecture.

## 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 myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses.

## 7 COURSE SCHEDULE

Lecture Schedule (Tutorial schedule will be posted on Moodle)

Lectures run from Week 1 to Week 12; Tutorials run from Week 2 to Week 13.

LECTURE SCHEDULE		
Week	Topic	References
Week 1 27 February	Assessing the marketplace: Marketing Essentials	Chapter 1; Chapter 2; Chapter 3
Week 2 6 March	Assessing the marketplace: Analysing the Marketing Environment	Chapter 4
Week 3 13 March	Understanding and Targeting the Market: Consumer Behaviour	Chapter 5
Week 4 20 March	Understanding and Targeting the Market: Segmentation, Targeting and Positioning	Chapter 6
Week 5 27 March	Understanding and Targeting the Market: Marketing Research	Chapter 7
Week 6 03 April	Value Creation: Product and Branding Decisions	Chapter 8
Week 7 10 April	Value Creation: Developing New Products	Chapter 9

	<i>(Friday 14 April is Good Friday public holiday)</i>	
Mid-semester break: Friday 14 – Saturday 22 April inclusive		
Week 8 24 April	<i>(Tuesday 25 April is Anzac Day public holiday)</i>	
Week 9 1 May	Value Creation: Services	Chapter 10
Week 10 8 May	Value Capture and Delivery: Pricing; Supply Chain	Chapter 11; Chapter 12
Week 11 15 May	Value Capture and Delivery: IMC, Advertising, PR	Chapter 13
Week 12 22 May	Course review	
Week 13 29 May	No lecture	

## **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 after 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.

## 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 decisionmaking and practice, and
- b. Identify social and cultural implications of business situations.

## 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 decisionmaking and practice, and
- 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 or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>



### 10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at:

<https://student.unsw.edu.au/conduct>

### 10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>.

### 10.5 Keeping Informed

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

## 11 SPECIAL CONSIDERATION

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

### General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/specialconsideration>
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 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.

### Business School Protocol on requests for Special Consideration for Final Exams:

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 would require at least 50% 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 and postgraduate 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, 2017 are:

<b>Tuesday 11 July 2017</b>	Exams for the School of Accounting, Marketing
<b>Wednesday 12 July 2017</b>	Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies
<b>Thursday 13 July 2017</b>	Exams for the School of Economics, Taxation and Business Law, Information Systems

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. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:

<http://www.business.unsw.edu.au/suppexamprotocol>

### **Special Consideration and assessments other than the Final Exam in undergraduate and postgraduate courses:**

In MARK1012, for tasks worth 20% or less, special consideration will not be granted. Tasks over 20% should in most circumstances go through the online system.

## 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 offers 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 7577 or 9385 4508; Email: [edu@unsw.edu.au](mailto: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](mailto: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 services and facilities for students**  
<https://www.library.unsw.edu.au/study/services-for-students> □ **IT Service Centre:**  
<https://www.it.unsw.edu.au/students/index.html>  
Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 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](mailto:counselling@unsw.edu.au)
- **Disability Support Services**  
<https://student.unsw.edu.au/disability>  
Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: [disabilities@unsw.edu.au](mailto:disabilities@unsw.edu.au)