MARK2051
CONSUMER BEHAVIOUR

Course Outline
Semester 1, 2014

Part A: Course-Specific Information

Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr Ian Benton
Email: i.benton@unsw.edu.au
Consultation: 2pm-3pm, Tuesdays, QUAD3041

Tutors:
Ms Sarah Duffy sarah.duffy@unsw.edu.au
Mr Gavin Northey g.northey@unsw.edu.au
Dr Evi Lanasier evi@lanasier.com
Dr Peter Wong wongpete@optusnet.com.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures: 4pm-6pm each Tuesday commencing week 1, 4 March until week 12, 27 May inclusive. NB: mid-term break 22 April.
Location: CLB7.

Tutorials start in Week 2 until Week 13 inclusive; excepting the period 14 – 25 April, week 7 before Easter and the mid-term break after Easter).
A full list of tutorials, times and tutors can be found on the Course Timetable Website at: http://www.timetable.unsw.edu.au/current/MARK2051.html

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
The need for marketers to understand why consumers act as they do in the marketplace is the crux of this subject. Students are equipped with theoretical and conceptual knowledge of consumer behaviour, drawing heavily on both psychological and sociological viewpoints. This includes the psychology of individual decision-making and choice, patterns of behaviour exhibited by aggregate groups of consumers, and also the sociological and cultural influences on consumer attitudes and behaviour. This prepares students for making informed decisions about how to manage and respond to the needs and wants of consumers.

2.4 Course Aims and Relationship to Other Courses
The aim of MARK2051 Consumer Behaviour is to develop an appreciation and understanding of the core aspects of consumer psychology. The Course is relevant to those who want to understand a human behaviour from an economic and marketing perspective. The aim is to prepare you for a future role as marketing managers, consultants, or advisors. The goal is to improve your ability to understand, critically analyse, and apply current research in consumer behaviour to concrete management problems.
This subject studies the consumer in terms of the psychological and sociological explanations of market behaviour. Understanding the consumer underlies all marketing activities. It is at the core of the consumer-centric approach to marketing, and has direct implications for marketing communication (MARK2053), marketing research (MARK2052), and marketing strategy (MARK3082). Topics of study include attention, perception, motivation, involvement, attitude, decision-making and the impact of reference groups on marketplace behaviour.

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 coursework students in the ASB. 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’).

### ASB 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.

For more information on the Undergraduate Program Learning Goals and Outcomes, see Part B of the course outline.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to achieve the following learning goals for all ASB undergraduate 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 | 1.1 Develop major concepts and research in specific psychological and sociological areas, which have relevance to consumer behaviour. | • Tutorial Problems  
• Tutorial preparatory notes  
• Group Report  
• Concepts application test  
• Exam |
| 2 Critical thinking and problem solving | 2.1 Think critically, independently and creatively about consumer behaviour concepts and their application.  
2.2 Integrate consumer behaviour concepts into a framework that can be applied to an analysis of both micro (the individual consumer) and macro (the market) dynamics. | • Tutorial Problems  
• Tutorial preparatory notes  
• Group Report  
• Concepts application test  
• Exam |
| 3a Written communication | 3.1 Construct written work which is logically and professionally presented. | • Group Report |
| 3b Oral communication | 3.2 Improve presentation skills. | • Part of tutorial participation mark but not separately assessed.  
• Group presentation |
| 4 Teamwork | 4.1 Apply relevant theories and concepts of group behaviour taught in this course to improve your own group-work skills. | • Group presentation  
• Peer review |
| 5a. Ethical, environmental and sustainability responsibility | 5.1 Develop appreciation for ethical practices and social responsibility in application of consumer behaviour concepts. | • Exam  
• Group Report |
| 5b. Social and cultural awareness | 5.2 Develop theoretical and conceptual knowledge of consumer behaviour as relates to practical marketing scenarios. | • Tutorial discussion  
• Concepts application test  
• Group Report  
• Presentation |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
Consumer Behaviour is designed to challenge you, encourage you to think for yourselves and to take responsibility for your own learning. The course is delivered in a standard lecture/tutorial format and whilst the framework stays close to the prescribed text to ensure a solid foundation, we’ll embark from it on multiple occasions to investigate live examples of marketing scenarios that will come to light during the progression of the course. The emphasis is placed on active learning during lectures and tutorials. The primary aim of the lectures is to introduce you to the theory and concepts in consumer behaviour in an involving and a stimulating environment.

To obtain full benefit from this course, it is important that you pro-actively participate in class activities and lectures.

3.2 Learning Activities and Teaching Strategies
The approach taken in this course to optimise your appreciation of consumer behaviour relies on active class participation and engagement with the course material. The lectures will introduce the relevant concepts and theory of consumer behaviour before the tutorial session will facilitate discussion on the value and application of those concepts in practice.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50%;
- make a satisfactory attempt at all assessment tasks (see below);
- attend a minimum 80% of lectures and tutorials; and
- achieve a mark of 50% or higher in the Final examination.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>15%</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Concepts Application Test</td>
<td>15%</td>
<td>50 minutes</td>
<td>In week 8 tutorial, Week beginning April 28</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Report</td>
<td>20%</td>
<td>3000 words Maximum</td>
<td>Sunday 18 May, 2014 before midnight (12pm)</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td>uploaded to Turnitin on Moodle</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10%</td>
<td>10 minutes + 6mins Q&amp;A</td>
<td>Tutorial, Weeks 11 – 13, Period 19 May – 6 June</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment task detail:

**Tutorial participation (Individual, ongoing, 15%)**

**Applying theory: Deepening understanding**

Great importance is given in this subject to your weekly tutorial.

Active participation to include attendance, preparedness for discussion, and engagement in the class discussion and activities is an important component of this course because that is how the knowledge gained, shared, and developed can best be optimised for each student individually and for our group collectively.

**Attendance is compulsory.** A minimum 80% attendance of tutorials is mandatory as university policy to pass this course. Please provide your tutor with written advice with reason such as medical certificate to be held on record if you are unable to attend a tutorial.

The questions that form the core of each week’s discussion can be found in the tutorial schedule below. All students are expected to take the initiative to participate in tutorial discussion. There will be ample opportunity to join discussion and the extent to which each student contributes relevant insights, observations, examples, experiences or other inputs to that discussion will be monitored by the tutor. An advice note will be provided to each student in week 4 on their engagement status and progress to that point.

Typed preparatory notes should be prepared in advance of each tutorial by each student of their proposed resolution to each question posed in the schedule below for discussion in that tutorial. This is a perfect reflective opportunity to express understanding or perhaps uncertainty regarding the consumer behaviour issues to be discussed. Take those notes to your tutorial each week. You may then raise any uncertainties in your tutorial as they may be shared by others. The objective is to achieve sufficient understanding before the tutorial to contribute to discussion and to advance that understanding further in the tutorial to accomplish an understanding sufficient to put the principles or concepts being discussed to use in practical marketing scenarios. Those preparatory notes will be randomly collected twice by the tutor during the course (once in each half of the course) and advice notes will be returned to the student regarding the apparent level of understanding of the consumer behaviour issues being investigated and the level to which the student has considered the practical application of those beyond a theoretical context. A grade will be attributed to those notes.

Indeed, a critical component of the skills typically held by effective business managers is their ability to reflect and synthesise information over time and we aim, through active participation in our course discussion to contribute to that ability in our commerce graduates. Tutorial discussion is therefore designed to foster this environment for your benefit and this assessment of participation gives measure to both your attendance and your thoughtful engagement in that discussion. That discussion will sometimes be with the whole of class where the aim is to provide all with the knowledge, experience, interpretation of as many of the group as possible. On other occasions, the answers to questions posed might be developed in smaller breakout groups who then report the outcome of their collective thoughts to the wider class.
Participation (continuous) is worth 15% of the final mark and will be assessed against the following criteria:

<table>
<thead>
<tr>
<th>1. Attendance:</th>
<th>3 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>The proportion of 11 tutorial sessions fully - not partially - attended</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Preparatory notes indicating thought given to the tutorial question in advance of discussion.</th>
<th>4 marks</th>
</tr>
</thead>
</table>

| 3. Discussion Engagement to benefit learning of self and classmates: | 8 marks |
| The extent to which the student contributes relevant insights, observations, examples, experiences or other inputs to class discussions to advance their learning and that of their classmates of consumer behaviour principles and their practical application. | |

**Consumer Behaviour Concepts & Principles Practical Application Test**

*(Individual, 15%)*

**Applying concepts and principles to practice.**

What: 50 minute written test to determine understanding and ability to apply Consumer Behaviour Concepts & Principles to marketing practice.

Format: Written

When: Tutorial week8 (week beginning 28 April, after term break)

Content: Three questions randomly chosen by lecturer from the 23 discussed in tutorials covering material from lectures 1 – 6 inclusive.

After each tutorial you should have:
- Your preparatory notes constructed before the tutorial; and
- Further notes from class discussion.

You should then collate these into a folder adding further thoughts from personal reasoning and/or research how the learning of consumer behaviour principles and concepts from that tutorial has application in practical marketing scenarios. You are encouraged to think of and note in your folder practical examples of this application wherever possible.

Your folder should therefore have preparatory notes, class discussion notes, and your further thoughts and research notes for practical application of consumer behaviour principles introduced in lectures 1-6 inclusive to the 23 questions discussed in tutorials.

Your knowledge of the practical application of those consumer behaviour principles resultant from your preparatory notes, attendance and engagement in class discussion, and thought about and possibly further researched by you afterward will be examined in a 50 minute written “Consumer Behaviour Concepts & Principles Application” test in the normal scheduled tutorial in week 8 (week beginning 28 April, after the term break).

This assessment should accentuate the importance of learning the application in practical scenarios of our consumer behaviour concepts and principles attained from this course.

**An example:**

In the second tutorial on establishing our consumer’s perception, we discuss “What strategies can marketers use to overcome sensory overload while ensuring their
messages are received by their target market?

Answering that question provides the student with an opportunity to make clear their understanding of the problem, the importance of our overcoming that problem, and what tactics we might use to counter it whilst maximising positive response in that crowded situation to our own messages to our target consumer.

Marks will be allocated in accordance with evidence of understanding the stated or underlying consumer behaviour concepts and principles in the question plus illustration by discussion and/or direct example of the application of that theory in practice. Superior marks result from depth and clarity in expressing both theoretical understanding and practical application.

With just 50 minutes to respond to three questions, you’ll need to know your material and be succinct in answering the questions. Further advice on approach to prepare for this test will be discussed briefly in lecture 1 and further in greater detail in lecture 6, Tuesday 8 April.

**Group Written Report (20%) + Group Oral Presentation with Q&A (10%)**

*Improving analytical skills. Applying group work skills.*

The main aim of the group project assignment - to include both written report and follow-up presentation of the report’s findings and recommendations - is to further enhance your understanding of the consumer behaviour models and concepts as discussed in the text, lectures, and tutorials. You’ve learnt in tutorials how to consider the application of theoretical concepts and principles in marketing practice. This exercise now gives you the opportunity to employ that skill and apply empirically what you have learnt in this course.

Student groups of three or four members (3 or 4, only) will prepare a maximum 3000 words written report and give a maximum 10 minute presentation on their findings and recommendations resultant from that report plus 6 minutes question/answer (Q&A).

One electronic copy only of the written report is due posted to Turnitin on Moodle (only) by midnight, 12pm Sunday, 18 May 2014. You will be able to post to Turnitin on Moodle for the purposes of checking your document’s originality status as many times as you wish until the due time/date when the latest version posted at that time will be retained as your official submission. A 10% per day penalty applies for any day or part day late on report submission to include weekend days. (Full detail on late penalty in section below)

Oral presentations will be held to strict 10 minute presentation plus 6 minute Q&A “time” in tutorials 11, 12 and 13. The date and time of presentation options will be advised to the class by each tutor in week 3. Student groups should advise their tutor in or before tutorial week 5 of their group membership and up to three date/time preferences to give their presentation. This advice may be provided by the student group to their tutor by email & preferences will be granted on a “first come; first served basis”. Tutors will discuss allocation of students to groups or formation of new groups after the week 5 tutorial for those students who have not advised membership in one. Date/time of report findings/conclusion/recommendation(s) presentation will be allocated as best possible to satisfy preference.

**THE TASK BRIEF**

Your project entails an analysis of an Australian consumer products company of your choice, its target market, and the decision process used by its customers. Please get
approval from your tutor about the choice of the organisation. It does not need to be an
MNC; a small local company will also suffice. There should not be more than one group
working in your tutorial group evaluating the same company. Once you’ve considered
the assignments requirements, take care to select an organisation for evaluation that
will enable a comprehensive, quality response. That might require cursory research
into evaluation options.

Your project report should include the following parts (to include response within that
column to the questions shown):

**Part A – Introduction (weighting proportion 20/100)**
a. Who founded the company, a brief historical sketch of the firm, and a description of
   the company’s current status?
b. Describe the company’s principal product (or products) in terms of features and
   benefits as well as anything else that is important to note (e.g., unique product
   design).
c. Has the product gone through any modifications/improvements, or have line
   extensions been added?
d. In what stage of the product life cycle is this product currently? Cite evidence such
   as trends in sales and profits, the nature of competition, and the types of marketing
   strategies.

**Part B - Identification of target market(s) (weighting proportion 25/100)**
a. Who is (are) the primary target market(s) for this product? Describe these
   markets in terms of demographics, psychographics, and/or buyer behaviour
   (benefits sought, usage occasion, deal proneness, heavy usage, etc.). Do the
   same if there are any secondary target markets.
b. Are there any potential core or secondary market segments you would
   recommend for this product? Describe these segments in terms of
   demographics and/or behavioural segmentation bases.
c. What are the implications of these factors on what appear to be present
   marketing mix (Ps) strategies?

**Part C - Consumer decision-making processes (weighting proportion 25/100)**
a. What type and amount of information about this product do its consumers use?
   How involved are they? Which level of decision making are they in?
b. How do consumers evaluate different brands in this product category (criteria and
   decision rules)?
c. How do consumers go about shopping for this product?
d. How do consumers dispose of this product after its usage?
   (You can also support your report with concepts in consumer knowledge, motivation,
   group influences etc as discussed in class or further researched by you)

**Part D Recommendations for the organisation (weighting proportion 30/100).**
It is important (30/100 weighting) to make recommendations here that result from your
investigation above. Cover each of the sub-sections suggested plus others that
you find appropriate. If no changes are suggested on any of the following areas,
explain why the firm’s current strategy will probably be “on target” in the
foreseeable future.
a. Target market and/or positioning changes
b. Product decisions
c. Pricing decisions
d. Distribution decisions
e. Promotion decisions
Other concepts in associative network, how to grab consumer’s attention, opinion formation and helping consumers remember may be useful here.

Remember that this is a report (not an essay) and, as such, will have a succinct executive overview, table of contents, sections within each of parts A, B, C, D that will be well researched and answer these questions and probably many more according to the business scenario that you are evaluating, a tight conclusion summarising your argument, and further recommendations if appropriate. Facts will be established, assumptions made, and argument built in parts A, B, and C to arrive at well-justified recommendations (or sound reasoning in support of the status quo) in part D.

This is an evaluative and critical analysis of consumer behaviour knowledge impacting marketing strategy. The descriptive component in each part serves only to provide researched context from which we can draw marketing strategy conclusions. Critically analyse, part by part, as you proceed to build the case that will make clear your recommendations.

You’ll likely have sections appraising or explaining the scenario found from the consumer behavioural perspectives of:
- the establishment of the consumers' perception;
- the consumers’ comprehension of the organisation’s messaging and of their brand;
- the consumers’ motivation, attitude, anticipated returns from consumption of the product or service;
- any group influence and/or social stratification associated with the products being assessed by analysis of the broader promotion campaign (if that is known or can be established);
- the decision process from identification of need to product/service selection;
- what role or roles does the advertisement play in AIDA (Attention, Interest, Desire, Action) and how/why?;
- do the organisation’s advertisements illustrate any respect for the consumer;
- is consumer satisfaction an apparent goal of their campaign (or perhaps little more than “lip service”)?
- do any demographic and/or cultural factors play a role in the campaign? Should they?

This is a “show off” exercise of how well you have attained and mastered knowledge of consumer behaviour concepts and principles in this course. You are encouraged to additionally research further outside our course material for supplementary support.

Don’t forget to reference all information sources using the Harvard referencing method. This must be original work.

The Marking Guide showing the basis of assessment for each of the written report and the oral presentation to our class will be provided on Moodle in week 3.

Optimise the oral presentation grade not by retelling the written report but rather;
- focus on presenting conclusions drawn from the group’s analysis;
- provide reasoning with evidence (and assumptions where necessary) for those conclusions; and
- present recommendations with your consumer behaviour-based advice to the marketer’s mix strategies as are influenced by your report’s findings.
Peer assessment is available and mandatory for the Group Assignments
Each student must assess the contribution made by each other member of their group for the written and presentation assessment tasks. Grades will not be attributed to the group for the written and presentation assessments until each member has submitted their peer evaluation.

A form for completion will be posted on Moodle and your tutor will explain its completion in your tutorial class. This form must be completed by each group member separately and forwarded to your tutor by email on or before the presentation date (which follows the written report submission).

Its content is confidential - that is, your fellow team members will not know what assessment you have made of them but if you allocate a mark other than equal contribution for any team member then you must provide your reasons (e.g. member X did extra research or member Y did not attend meetings regularly). If there is discrepancy across team members about the level of contribution then the group will be asked by the tutor to explain that discrepancy and a follow up meeting with the lecturer, Dr Ian Benton, may be required and grades may be allocated unequally in accordance with that explanation.

Criteria for individual assessment
1. Quantity of contributions:
   - frequency of attendance at meetings
   - number of tasks taken on
   - size and complexity of the tasks undertaken or participated in
   - amount of time spent on tasks.

2. Quality of contributions:
   - completed tasks, on time
   - made genuine and concerted effort at all times
   - accurate and relatively error free material presented
   - highly imaginative or creative.

3. Contribution to team:
   - helped create positive atmosphere in meetings and in communication
   - made suggestions; had good ideas
   - active and constructive in meetings
   - sorted problems, smoothed difficulties
   - helped make decisions and kept to them.

Final Examination (40%)
The Final exam of two hours duration will comprise six essay question options drawn from the whole of the Course. You may respond to your choice of any four.

All aspects of the course are assessable in the exam to include information from lectures, readings, tutorials. Questions may integrate multiple areas of study across the course (rather than necessarily focus in a small area from one week in our study).

Sample questions for the examination with broad preparatory advice including approach tips will be provided in the week 12 lecture.

An open forum discussion will be held in the week 13 tutorial.

Listen carefully to the lecture and tutorial advice and you'll be able to prepare wisely for the exam.
Academic honesty & plagiarism
Please note that plagiarism is considered by UNSW as a form of misconduct. As such our assignments must be checked against plagiarism identifying software and action taken against offenders. It is very important that we remain academically honest thus avoiding any consequences of plagiarism.

4.3 Late Submission
Each piece of course assessment is due on the date indicated in the respective course outline. Late submission will incur a penalty of 10% of the percentage weight of the assessment component per day after the due date to include weekends and public holidays and will not be accepted after 5 working days. Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work or other commitments. Requests for extensions must be made to the lecturer prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through with a special consideration form and must contain information that justifies the extension sought.

Quality Assurance
The ASB 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 ASB programs. All material used for such processes will be treated as confidential.

6 Text and Recommended Reading

Text:

Recommended Reading:
Babin, B; Harris, E (2014) CB5, Cengage

UNSW Moodle LMS
Notices, lecture notes, handouts and course material are available via Moodle.
7 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

Your feedback is valuable and is contributory to course improvement. The inclusion of peer learning with class exercises in both large and small group setting; plus more objective class participation assessment are amongst improvements developed from student advice.
# Lecture Schedule
Lectures start in Week 1 and finish in Week 12.

## Lecture Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>4 March</td>
<td>Course overview with assessment advice Consumer Behaviour &amp; Marketing</td>
<td>Ch1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategy</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>11 March</td>
<td>The establishment of consumer perception</td>
<td>Ch8</td>
</tr>
<tr>
<td>Week 3</td>
<td>18 March</td>
<td>Consumer comprehension: learning, memory &amp; brand</td>
<td>Ch9</td>
</tr>
<tr>
<td>Week 4</td>
<td>25 March</td>
<td>Motivation, personality &amp; emotion</td>
<td>Ch10</td>
</tr>
<tr>
<td>Week 5</td>
<td>1 April</td>
<td>Attitude &amp; attitude change</td>
<td>Ch11</td>
</tr>
<tr>
<td>Week 6</td>
<td>8 April</td>
<td>Group influence &amp; Social stratification Preparatory advice for the</td>
<td>Chs 14, 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consumer Behaviour Concepts &amp; Principles Practical Application test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to be held in tutorial, week8</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>15 April</td>
<td>Decision making: Need recognition &amp; Information search</td>
<td>Chs 3, 4</td>
</tr>
</tbody>
</table>

Mid-Semester break: 18 April – 27 April

| Week 8 | 29 April  | Decision making: Evaluating alternatives Outlet selection           | Ch5            |
|        |           |                                                                     | Ch6 (part)     |
| Week 9 | 6 May     | Customer satisfaction & loyalty                                      | Ch6 (part)     |
|        |           |                                                                     | Ch7            |
| Week 10| 13 May    | Impact on consumer behaviour of demographics & lifestyle **Group    | Ch12           |
|        |           | Written assignment due before midnight (12pm) Sunday 18 May         |                |
| Week 11| 20 May    | Impact on consumer behaviour of culture Cross-cultural marketing    | Ch16           |
|        |           | strategy                                                            |                |
| Week 12| 27 May    | Contemporary issues in consumer behaviour as may influence         |                |
|        |           | marketing strategy Preparatory advice for the Final examination     |                |
| Week 13| 2 June    | NO LECTURE                                                          |                |

## Tutorial Schedule
Tutorials start in Week 2 and finish in Week 13 = 11 sessions.
The last tutorial will include an open forum for any study-related questions in preparation for the Final examination.
It is important to have read the appropriate text applying to the lecture material from the week before & to have considered the tutorial discussion questions before attending your tutorial. Your tutor will direct smaller groups to consider some questions and present the decided answer back to the class. Other questions will be discussed in the larger tutorial group. Your tutor may introduce further questions for consideration. So can you.

### TUTORIAL SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic with core discussion questions</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> beginning 3 March</td>
<td><strong>NO TUTORIALS</strong></td>
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<tr>
<td></td>
<td><strong>Consumer behaviour &amp; marketing strategy</strong></td>
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|                           | 1) Consider a recent relatively major purchase that you have made:  
|                           | (a) Why did you buy it?  
|                           | (b) Would someone else likely make the same purchase?  
|                           | (c) Why did you choose that particular brand?  
|                           | (d) To what extent can your decision to purchase be described by the consumer decision-making process outlined in our lecture and text on the subject? If there are deviations, how would you explain them?  
|                           | 2) Of what practical use to marketing managers are models such as the consumer behaviour model?  
|                           | 3) What changes would you recommend to the model? Why?  
|                           | 4) Can an understanding of consumer behaviour be used to manipulate consumers? How? Why?  
|                           | 5) Describe your lifestyle. Does it differ significantly from your parents’ lifestyle(s)? If so, what has caused the difference? Should marketing managers direct their intended messages and the content of those messages differently in the case of you versus your parents as target consumer. |
| **Week 2** beginning 10 March | **The establishment of consumer perception** |
|                           | 1) How could you as the marketing manager of each of the following organisations use your new knowledge of establishing the consumer’s perception to guide the development of a national advertising campaign:  
|                           | (a) RSPCA  
|                           | (b) a chain of real estate agents  
|                           | (c) Jim’s Cleaning  
|                           | (d) a young adults magazine  
|                           | (e) Wendy’s food outlets?  
|                           | 2) Suggest a brand name for the following products, and explain your choice using the concepts of cognitive and affective interpretation:  
|                           | (a) a range of clothing for tweens  
|                           | (b) a social media website  
|                           | (c) a magazine specifically for children  
|                           | (d) a tablet computer. |

MARK2051 Consumer Behaviour, Session One, 2014
3) Evaluate the advertisements provided in the text on determining consumer perception and select an example that has good attention-attracting characteristics. What meanings are being conveyed in this ad? How can the use of semiotics also enhance meaning?

4) In view of the obesity epidemic, do you think the government should regulate advertising of unhealthy foods specifically to children? What role, if any should schools play in informing parents and children about television advertising of unhealthy food?

5) Consumers are beginning to suffer from sensory overload relating to large volumes of commercial messages and information coming at them from multiple personal electronic devices. What strategies can marketers use to overcome sensory overload while ensuring their messages are received by their target market?

### Consumer comprehension: learning, memory & brand

**Week 4**

*beginning 24 March*

1) What kind of learning would you use to ensure that consumers learn a favourable product position for:
   - (a) Quicksilver
   - (b) Greenpeace
   - (c) Smiths potato chips
   - (d) BMW motorcycles
   - (e) iPads?

2) How prevalent is low-involvement learning for you as a consumer? Which product categories that you most often consume are most affected by low-involvement learning?

3) Discuss stimulus generalisation and stimulus discrimination with respect to a firm’s branding strategy. Identify five (5) family brand names that encourage learning by utilising stimulus generalisation.

4) For each of those five brands, discuss the brand association that made successful extension possible?

5) In what ways, if any, would the product positions differ for different groups, such as the following groups?
   - (a) Tweens
   - (b) Generation X
   - (c) Generation Y
   - (d) Baby boomers

### Motivation, personality & emotion

**Week 5**

*beginning 31 March*

1) Describe Maslow’s hierarchy of needs. How does it function? How applicable is Maslow’s hierarchy of needs for today’s consumer?

2) What are some of the limitations of Maslow’s theory?

3) Do you think knowledge of Maslow’s theory will influence marketing strategy implementation often? What kinds of products? Why?

4) What is the difference between cognitive and affective motives as
<table>
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<tr>
<th>Week 6 beginning 7 April</th>
<th>described by McGuire? How can McGuire’s motives be used to develop a marketing strategy?</th>
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<td>5) What is: (a) a manifest motive; and (b) a latent motive? How can each be accessed in motivational research?</td>
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<tr>
<td><strong>Attitude &amp; attitude change</strong></td>
<td>1) What is an attitude in the practical marketing context? What factors contribute to an attitude? Why do some people have very positive attitudes towards certain products and others have very negative attitudes towards the same products? How should we react to such knowledge as marketers?</td>
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<td>2) Discuss each of the attitude components and how they are measured.</td>
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<td>3) Reflect on situations in your life when affective or behavioural change has led to a cognitive shift. What current products/brands in your life might benefit from a dramatic attitude shift.</td>
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<tr>
<td>Week 7 beginning 14 April</td>
<td>Note: Friday this week is Good Friday public holiday</td>
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<td><strong>NO TUTORIALS</strong></td>
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<td>Mid-Semester break: 18 April – 27 April</td>
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<tr>
<td>Week 8 beginning 28 April</td>
<td><strong>TEST: Consumer Behaviour Concepts &amp; Principles Practical application (Individual, value 20%).</strong> Individual student application of consumer behaviour concepts/principles acquired weeks 1-6 inclusive to practically oriented questions. See details below on assessment &amp; preparation advice to be provided in week 6 lecture, Tuesday 8 April.</td>
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<td><strong>Decision making</strong></td>
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<td>1) What factors influence purchase involvement?</td>
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<td>2) What are the main uncontrollable factors that influence the existing state?</td>
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<td>3) How do different market characteristics affect a consumer’s information search efforts?</td>
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<td>4) How do product characteristics influence a consumer’s information search efforts?</td>
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<td>5) What is sensory discrimination and what role does it play in the evaluation of products? How we use this information, as marketing managers, in practice?</td>
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<td>6) What are surrogate indicators? How are they used in the consumer evaluation process? How we use this information in practice?</td>
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<td>Week 10</td>
<td>Customer satisfaction &amp; loyalty</td>
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<tr>
<td>12 May</td>
<td>1) What characteristics of a purchase situation are likely to contribute to post-purchase dissonance?</td>
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<td>2) How can a marketer help to reduce post-purchase dissonance?</td>
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<td>3) Why are marketers interested in disposal?</td>
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<td>4) What factors influence consumer satisfaction? In what ways do they have an influence?</td>
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<td>5) What role does emotion (or affect) play in consumer satisfaction? What should we do with this knowledge as marketing professionals?</td>
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<td>6) What courses of action can a consumer take in response to dissatisfaction?</td>
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<tr>
<th>Week 11</th>
<th>Group Project presentations</th>
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<tr>
<td>19 May</td>
<td>Group Project presentations</td>
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<th>Week 12</th>
<th>Group Project presentations</th>
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<tr>
<td>26 May</td>
<td>Group Project presentations</td>
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<tr>
<th>Week 13</th>
<th>Group Project presentations</th>
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<tr>
<td>2 June</td>
<td>Group Project presentations</td>
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<tr>
<td></td>
<td>Open forum for study-related questions in preparation for the Final exam.</td>
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PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

9 PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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.

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 ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

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

<table>
<thead>
<tr>
<th>ASB Undergraduate Program Learning Goals and Outcomes</th>
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<tr>
<td><strong>1. Knowledge:</strong> 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.</td>
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<td><strong>2. Critical thinking and problem solving:</strong> 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.</td>
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<td><strong>3. Communication:</strong> Our graduates will be effective professional communicators. You should be able to:</td>
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<td>c. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
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<tr>
<td>d. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<tr>
<td><strong>4. Teamwork:</strong> 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.</td>
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<tr>
<td><strong>5. Ethical, social and environmental responsibility:</strong> Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to:</td>
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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.

### ASB Postgraduate Coursework Program Learning Goals and Outcomes

1. **Knowledge:** Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

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

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

4. **Teamwork:** Our graduates will be effective team participants.
   
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.

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

### 10 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: [http://www.lc.unsw.edu.au/plagiarism/index.html](http://www.lc.unsw.edu.au/plagiarism/index.html) as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: [http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm](http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm).

To see if you understand plagiarism, do this short quiz: [http://www.lc.unsw.edu.au/plagiarism/plagquiz.html](http://www.lc.unsw.edu.au/plagiarism/plagquiz.html).

For information on how to acknowledge your sources and reference correctly, see: [http://www.lc.unsw.edu.au/onlib/ref.html](http://www.lc.unsw.edu.au/onlib/ref.html).

For the **ASB Harvard Referencing Guide**, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism).
11 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.


11.1 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.

11.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

11.3 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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

11.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.
11.5 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.

12 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

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:
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 channel > 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html.
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:
The policy of the School of Marketing is that 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 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:
Applications for special consideration in relation to the final exam are considered by an ASB 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 ASB supplementary exams for Semester 1, 2014 are:
   - 15th July – exams for the School of Accounting
   - 16th July – exams for all Schools except Accounting and Economics
   - 17th July – 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 would still need to satisfy the criteria stated above.

The ASB’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf.
13 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**
  [http://www.asb.unsw.edu.au/learningandteaching](http://www.asb.unsw.edu.au/learningandteaching)  Click on ‘Student Services’. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: [www.facebook.com/educationdevelopmentunit](http://www.facebook.com/educationdevelopmentunit).

- **ASB Student Centre** [http://www.asb.unsw.edu.au/requests](http://www.asb.unsw.edu.au/requests)
  Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Phone: 9385 3189

- **Moodle eLearning Support**: For online help using Moodle, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to [Moodle / Support for Students](http://www.elearning.unsw.edu.au). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au))
  Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

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

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

- **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, Quadrangle East Wing; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  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.