MARK 2052
MARKETING RESEARCH

Course Outline
Semester 2, 2015

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

**PART A: COURSE-SPECIFIC INFORMATION**

1. **STAFF CONTACT DETAILS**  
2. **COURSE DETAILS**
   - 2.1 Teaching Times and Locations
   - 2.2 Units of Credit
   - 2.3 Summary of Course
   - 2.4 Course Aims and Relationship to Other Courses
   - 2.5 Student Learning Outcomes

3. **LEARNING AND TEACHING ACTIVITIES**
   - 3.1 Approach to Learning and Teaching in the Course
   - 3.2 Learning Activities and Teaching Strategies

4. **ASSESSMENT**
   - 4.1 Formal Requirements
   - 4.2 Assessment Details
   - 4.3 Assessment Format
   - 4.4 Assignment Submission Procedure
   - 4.5 Late Submission

5. **COURSE RESOURCES**

6. **COURSE EVALUATION AND DEVELOPMENT**

7. **COURSE SCHEDULE**

**PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT**

8. **PROGRAM LEARNING GOALS AND OUTCOMES**

9. **ACADEMIC HONESTY AND PLAGIARISM**

10. **STUDENT RESPONSIBILITIES AND CONDUCT**
   - 10.1 Workload
   - 10.2 Attendance
   - 10.3 General Conduct and Behaviour
   - 10.4 Occupational Health and Safety
   - 10.5 Keeping Informed

11. **SPECIAL CONSIDERATION**

12. **STUDENT RESOURCES AND SUPPORT**
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Tania Bucic
Room: Quad 3031
Phone: 9385 3315
Email: t.bucic@unsw.edu.au
Consultation time: Friday 12.00pm-1.00pm (or by appointment)

Tutors: A full list of tutors will be posted on the Course Website.

For contact outside of tutorial time, please use the details provided on the Course Website. Staff will be available for consultation at the specified times – no appointment needs to be made if you wish to see your tutor or lecturer at this time. If you require contact outside of this time, please email the staff member with your question or to negotiate an alternate and mutually suitable consultation arrangement.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 (to Week 12): The time and location are:
Fridays 2pm - 4pm, Physics Theatre

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

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

Marketing Research is a subject that focuses on developing skills that are practical in nature, yet grounded in theory. In this subject, we concentrate on learning theory to assist us in applying appropriate tools to gather relevant information, and choose suitable methods and approaches to diagnose and resolve problems. The practical skills are then developed through a hands-on project featuring a real client with real needs. Overall, Marketing Research is a challenging but very worthwhile subject because it provides an excellent opportunity for students to learn practical research skills that can be applied in future to various types of investigative work.

2.4 Course Aims and Relationship to Other Courses

Marketing Research offers insights into the practice of understanding market needs and wants. It is a very important area of marketing as it provides the intelligence for many managerial decisions. Marketing Research (MARK2052) has been designed to provide students with a practical introduction to marketing research techniques and concepts. It requires a basic level of understanding of marketing terminology and knowledge. This foundation knowledge should have been gained from the pre-requisite, MARK1012.
There are two central aims in this course:

- First, to facilitate an introduction to marketing research both theoretically and practically;
- Second, for the purpose of strengthening the primary goal, to provide an opportunity for students to develop applied marketing research skills.

### 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 UNSW 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’).

#### Business Undergraduate Program Learning Goals and Outcomes

<table>
<thead>
<tr>
<th>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>4. Teamwork: Our graduates will be effective team participants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>Identify social and cultural implications of business situations.</td>
</tr>
</tbody>
</table>

For more information on the Undergraduate Coursework 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 practised in tutorials and other activities):
<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all Business undergraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Identify and apply relevant theory that supports the marketing research process. Use marketing research skills to present findings relevant to marketing issues.</td>
<td>• Mid semester test (individual)</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Apply marketing research skills to solve marketing problems relevant to business</td>
<td>• Final Presentation (group)</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Proposal</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• Final report</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>• Peer evaluation</td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>Not specifically addressed in this course.</td>
<td>• Not specifically assessed in this course</td>
</tr>
<tr>
<td>5b Social and cultural awareness</td>
<td>Not specifically addressed in this course.</td>
<td>• Not specifically assessed in this course</td>
</tr>
</tbody>
</table>

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

MARK2052 is a “hands on” course. Students undertake a group research project to gain a thorough understanding of the research process. The project requires all stages of the research process including problem definition, research design, data collection methods, analysis of data, interpretation and reporting of results – to be fully explored. This is a demanding project that will take the entire semester to complete. At the conclusion of the course, students will have been presented with ample opportunity to develop marketing research knowledge and skills.

This course focuses on the role of a researcher/market intelligence gatherer. To assist students to reach the objectives of the course, I place the focus on two main areas: (1) the development of a conceptual understanding of marketing research problems; and (2) application of this understanding through experience based learning activities. I have organised the course in this manner because I believe that the activities and exercises present opportunities for suitable and effective engagement that stimulate deep learning.
This occurs through tasks encouraging the development of reasoning and application skills. From experience and student feedback, it is best to support the development of learners by setting pre-meeting tasks (e.g. readings), presenting information (e.g. lecture), reinforcing with practical examples (e.g. videos, in-lecture examples, and tutorial work) and then allowing students to apply the information in teams (e.g. projects, assessments). In this way, opportunities to learn are created both inside and outside the classroom.

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 meetings (lectures and tutorials), making intelligent contributions to discussions, clarifying ambiguities, being willing to learn and to undertake activities that are important for learning. Students must complete set tasks and be active in lectures and tutorials and they must also show initiative by being proactive in their own learning.

### 3.2 Learning Activities and Teaching Strategies

The predominant structure of MARK2052 follows the traditional lecture and tutorial format. That is, lectures will be used to present main concepts and supporting examples. To further contextualise marketing research, a real life (work in progress) project is used throughout the subject. In addition, cases, multimedia, and on occasion, guests will also be used. The tutorials in MARK2052 are most similar to workshops. These are highly interactive and demanding from students. There is heavy reliance on group discussions and group learning exercises that are pinned to the main project that students will be undertaking for a real client as part of their course. The project will have a research question and students will be engaged in solving a “problem” or investigating an issue for this client. This is a work-in-progress and as such, new issues or areas for discussion surface, requiring clarification to progress to the next stage. The workshops encourage a high level of student involvement to ensure that topics are understood in depth.

*To maximise potential value derived from lectures, students are expected to have read the prescribed material (e.g. text book chapters) and attended the lecture prior to attending the corresponding tutorial.*

### 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% lectures and tutorials.

#### 4.2 Assessment Details

In this course there are Individual and Team assessment tasks. The division is:

<table>
<thead>
<tr>
<th>Individual components</th>
<th>(worth 60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid semester test</td>
<td>20%</td>
</tr>
<tr>
<td>Individual reflection</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork components</th>
<th>(worth 40%)</th>
</tr>
</thead>
</table>
The due dates for these assessment items are summarised in the table below, and further information is provided underneath. Assessment criteria such as marking guides will be posted on Moodle in due course.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project part 1: Proposal</td>
<td>10%</td>
<td>5 pages</td>
<td>Week 5</td>
</tr>
<tr>
<td>Project part 2: Final presentation</td>
<td>10%</td>
<td>10 minutes</td>
<td>Week 11</td>
</tr>
<tr>
<td>Project part 3: Final report</td>
<td>20%</td>
<td>20 pages</td>
<td>Week 12</td>
</tr>
<tr>
<td>Mid Semester Quiz</td>
<td>20%</td>
<td>45 minutes</td>
<td>Week 5 tutorial</td>
</tr>
<tr>
<td>Individual reflection</td>
<td>20%</td>
<td>1500 words</td>
<td>Week 12 tutorial</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>n/a</td>
<td>5 minutes</td>
<td>Week 12</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
<td>2 hours</td>
<td>Final exam period</td>
</tr>
</tbody>
</table>

**Individual components (worth 60%)**

**Tutorial attendance**

Tutorials are of 1 hour duration commencing in week 2. The tutorial program consists of a discussion of various research issues in the form of case analyses and other exercises designed to give students a better understanding of practical issues involved in market research. You will not receive a mark for your tutorial attendance, though attendance WILL be taken. You are required to attend a minimum of 80% lectures and tutorials to be eligible to pass this subject. Furthermore, you must participate in the practice presentation of your proposal in **Week 4**, you will need to be prepared for the tutorial – as per the Course Schedule (found at the end of this document).

Tutorials give an opportunity to:

- explore the basic marketing research concepts presented in lectures
- discuss the limitations of various techniques and how this impacts on the use of market research findings
- obtain, select and organise marketing research information
- enhance communication skills
- make an independent, informed and justified assessment of a situation
- work in a co-operatively with other class members

To successfully complete this subject, you must attend 80% of tutorials (in which you are enrolled) and actively participate via discussion, and presentations.

**Mid semester quiz 20%**

The mid semester quiz will be administered in **Week 5 during your regular tutorial time**. Further specific details will be posted on Moodle by Week 3. More generally, the content will
be drawn from Weeks 1-4 (inclusive of lectures, tutorials, and prescribed reading materials). This test has the dual purpose of providing you with early stage feedback about your individual progress in this course, and aligns with the Program Learning Goal 1, measuring your subject-specific knowledge in this course.

**Individual reflection 20%**
This assessment is a personal reflection on your teamwork experience in the course and is due by the start of your **Week 12** tutorial, **via email to your tutor**.

The reflection will require each student to reflect on the learning journey throughout the course and effectively communicate this to the reader. This task assesses Program Learning Goal 4: Teamwork (**students should be able to participate collaboratively and responsibly in teams, and to reflect on their own teamwork, and on the team’s processes and ability to achieve outcomes**). The purpose of this is to assist with cultivating reflective leaders who are (i) enterprising, innovative and creative; (ii) collaborative team workers; (iii) professionals who are capable of independent, self-directed practice. As part of this assessment, students will be required to keep a diary ongoing of reflections of their progress through the course and teamwork activities. This diary (showing regular entries) must be submitted with the individual reflection, as evidence of engagement.

Note: The specific marking guide for this assessment will posted on Moodle by Week 10.

**Final exam 20%**
The final exam will be administered by the UNSW Examinations Branch, during the University Final Examination period. It will comprise a multiple choice test covering the whole course, including all class discussions, supplementary materials and client research work undertaken. Further details will be provided in the Week 11 lecture.

**Teamwork components (worth 40%)**
Teams will consist of (no more than) 5 people – within the SAME tutorial. Cross tutorial groups are not permitted. This will be a research project for a “real life” company, for whom you will investigate a broad management / marketing problem. Your project consists of three parts (listed below). You will be awarded grades [Fail, P, C, D, HD] for these assessments and then at the conclusion of the session, you will be told your overall grade for the teamwork component. To encourage fair contribution to teamwork, students will be required to complete a formal peer evaluation of their team in Week 12.

Please note: A project brief will be provided by the client in the lecture (**Week 3**) – it is critical that you attend this lecture.

**Project proposal 10%**
The focus of this Project Proposal is on problem definition and secondary research. The contents should include (but are not limited to):

- the problem discovery stage – background to set the project in context
- secondary research - information to help define the problem (literature review)
- your problem/opportunity statement/definition and research questions
- a comprehensive list of databases and other sources used (use library-based sources – i.e. relevant academic journals/publications, NOT just Google)
- timeline for the completion of the project (plan all aspects inc. editing)

The proposal should be no more than 5 A4 pages, using 12pt Times New Roman font, 1.5 spacing. You must include a coversheet signed by all team members and **EMAIL it to your tutor BY THE START of your regular tutorial time in Week 5** (week commencing 24th
August 2015). From this proposal you will receive detailed feedback regarding your stated problem (i.e., clarity, timeliness of sources, relevance, and comprehensiveness. You will be given a grade, not a mark. You will then be ready to prepare for the next stage of your assignment.

Please note: The specific marking guide will be posted on Moodle by Week 3.

**Project presentation 10%**

In the tutorial in Week 11 (week commencing 12th Oct), each group will be required to present their FINDINGS ONLY for 5 minutes (max) to generate class discussion and to share the key findings among the tutorial group. These presentations will not be marked.

Each group will be required to record (that is, video record or slides with voice over) their full presentation (10-minutes, max.) and submit it online via Moodle. This full presentation is worth 10% and will be marked according to the marking guide posted on Moodle (by week 9). This recording is due no later than 24 hours after your Week 11 tutorial.

As a guide, your presentation should include the main parts of your project – and that you feel best highlight your findings. It may be relevant to include some discussion on the methodology section. You may include other information as you feel relevant. Each presentation is to be for no longer than 10 minutes (max). Presentations not submitted by the due date will be subject to a late penalty of 10% per day or part thereof (including weekends).

**Project final report 20%**

This report should be detailed and should cover all the work that you have done for this project during the semester. You will need to include a revised version of PART 1 (proposal) again as this will be the first part of your qualitative report. You will be expected to have completely rewritten PART 1 in accordance with the feedback that you received from your tutor before you include it in this report. The remaining stages of this assessment will include:

- Research Design / Methodology. This includes details of fieldwork
- Report findings of fieldwork – summaries, explanations, analyses of interviews, focus groups, observations, case studies, etc. Here, you must present evidence of your fieldwork (e.g. by including transcripts in appendices).
- Discussion of findings and relate these to the original research objectives, MRP and MDP statements.
- Limitations and Recommendations (based on the research you have compiled and analysed).
- Appendix - Research instruments used including qualitative and quantitative should be included in the appendix (and referenced appropriately in the body of the report).
- The report should be no more than 25 A4 pages in total, 12pt, Times New Roman font and 1.5 spacing. (NOTE: if you would like an appendix to be read thoroughly, you must reference it through the body of the report).
- The report must include a separate coversheet signed by all team members.
- The report must be submitted in both soft AND hard copy to your tutor by THE START of your tutorial time in Week 12 (week commencing 19th Oct).

Please note: The specific marking guide will be posted on Moodle by Week 6.

**Peer evaluation of team work**
To ensure equity in teamwork, peer evaluations will be implemented in this course. Following an informal conversation regarding teamwork in Week 6, students will be required to evaluate their group members in Week 12. The standardised procedure is summarised below:

Each student will evaluate the contributions of their group members (not themselves) in Week 12 using the School of Marketing’s WebPA Peer Assessment on the course Moodle site.

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

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

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

4.3 Assessment Format

- ALL assignments must be typed NOT hand-written.
- Absolutely NO plagiarism - you must acknowledge all sources of any facts, ideas which are not your own.
- Correct referencing: Reports that are submitted with no, incorrect or poor referencing could be returned unmarked, attaining a zero grade. Please read the online Referencing Guide: http://www.lc.unsw.edu.au/onlib/ref.html
- The emphasis is not on how many pages your report has but on how clearly expressed and supported arguments are, as well as the creative ideas.
- Properly used bullet points, diagrams and graphs enhance the readability of your report. However, please note that the whole report should not be just a series of bullet points – use them to list. Make sure the report represents a coherent argument from start to finish. Leave enough time to thoroughly edit the final report.

4.4 Assignment Submission Procedure

Students are reminded to keep a copy of all work submitted for assessment and to keep their returned marked assignments. Submission procedures for all assessment tasks will be made available on Moodle within 2 weeks of the assessment date.

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 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving
the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

The website for this course is on UNSW Moodle at: https://moodle.telt.unsw.edu.au/login/index.php

The prescribed textbooks for this course are:

Title: Marketing Research, 4e  
Authors: Hair and Lucas  
Year: 2014  
Publisher: McGraw Hill Education  
Availability: UNSW Coop Bookshop  
Link: www.mhhe.com/au/hair4e

This text book is an excellent resource that covers the basics of theory and application. All students should have a copy in their possession to refer to throughout the semester.

Title: Qualitative Data Analysis: An Expanded Sourcebook  
Authors: Miles and Huberman  
Year: 1994  
Publisher: SAGE Publications  
Availability: UNSW Coop Bookshop

This text is very easy to read. It provides an excellent overview for handling qualitative data. There are many examples provided that can be interpreted for qualitative research projects. All students should have a copy that they can refer to – particularly for analysis and communication of findings stages of the project.

The following websites are also useful sources:

Website: www.elearning.unsw.edu.au OR http://telt.unsw.edu.au

You will need to access UNSW Moodle to download course materials, lectures notes, updates, etc. You should log in at least once each week to ensure you are up to date.

Additional readings:

- Assignment instructions, course announcements and any additional material that becomes important throughout the semester will be posted on Moodle.
- Recommended Internet site: www.library.unsw.edu.au
- Journals/periodicals:

  **Newspapers/Magazines**  
  Business Review Weekly (BRW)  
  Australian Financial Review  
  The Australian  
  Sydney Morning Herald  
  Marketing Management  
  Industrial Marketing Management  
  Journal of Retailing

  **Academic Journals**  
  Journal of Marketing  
  Harvard Business Review  
  Australasian Journal of Market Research  
  Journal of Consumer Research  
  Journal of Advertising  
  Journal of Advertising Research  
  Journal of Marketing Management
6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations. Feedback from previous students indicated that the real life project is an excellent learning tool; that there was need for a final exam; and that group work needs more attention. As a result of this feedback, we have included a reflection on contribution and team process assessment, and we have retained our mission to find and engage exciting real life clients. In making these changes and maintaining the outstanding aspects of the course we aim to maintain the quality experience offered by this course and we strive to make this one of your most memorable experiences of your undergraduate degree.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>References</th>
<th>Tutorial Activities/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 27 July</td>
<td>Introduction to marketing research</td>
<td>NO TUTORIALS</td>
<td>Chap 1</td>
<td>NO TUTORIALS</td>
</tr>
<tr>
<td>Week 2 3 Aug</td>
<td>Research process and research design</td>
<td>Introduction to marketing research</td>
<td>Chap 2</td>
<td>Class discussion:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What are problem statements and what are research questions? Identify examples of both. Identify examples of market research in daily life and discuss the relevance of this subject. Consider: team formations for next week.</td>
</tr>
</tbody>
</table>
| Week 3 10 Aug | The research proposal  
GUEST: CLIENT BRIEFING* | Problem definition | Client brief (supplied by client) | Class discussion: |  
| | *You must be present in this lecture to continue with this subject | | | About teamwork. Using the team roles sheet, teams are to be formed in tutorials and member details to be given to tutor (max. 5 people per group). In teams, practise generating research problems and objectives from sample management questions. |
| Week 4 17 Aug | Secondary data  
GUEST: Euromonitor | Research objectives | Chap 3 | Class discussion: |  
<p>| | | | | Revisit the client brief. Our focus is on practising generating research problems and objectives in |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Qualitative research methods</td>
<td>Research design and the proposal Chap 4, 5, 6 Assessments: 1) Your proposal is due BY EMAIL to your tutor by the START of your regular tutorial time. 2) Mid semester test this week in your tutorial (20%)</td>
</tr>
<tr>
<td>6</td>
<td>Questionnaires</td>
<td>Fieldwork preparation Chap 8, 11, and 12 Each group is to collect feedback from your tutor on your proposal – discuss where you need to improve. All group members must be present at the tutorial to collect your assignment and review all details and comments. NOTE: Fieldwork will commence after this feedback is integrated.</td>
</tr>
<tr>
<td>7</td>
<td>Data preparation &amp; Analysis 1</td>
<td>Fieldwork skills: questions and interview skills Chap 7, 13 (preliminary fieldwork begins this week) Class discussion: Refining the research design. In your groups, use this time to refine the research design and develop fieldwork interview questions; practise interview skills.</td>
</tr>
<tr>
<td>8</td>
<td>Data preparation &amp; Analysis 2</td>
<td>Constructing a questionnaire Chap 14, 15, 16 (fieldwork continuing) Constructing a questionnaire from secondary data and qualitative findings. In your teams, use the material you have already developed to draft an outline of a pilot questionnaire. Your teams. The task is to formulate and present the problem statement and research objectives for this project by each team. Each team should take a different perspective. Each team will be asked to present informally (2 minutes each). Instant feedback will be supplied by the tutor.</td>
</tr>
</tbody>
</table>
### Week 9
#### 21 Sept
- **Communication and presentation of results**
- **Fieldwork progress**
- **Chap 17**
  - (fieldwork continuing)
  - **Class discussion:** Experiences from the trenches.
  - Tutor will provide general feedback.

### Mid-Semester break: Saturday 26 September – Monday 5 October (inclusive)

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Note: Monday this week (5 Oct) is a public holiday</th>
<th>NO TUTORIALS</th>
<th>NO TUTORIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Oct</td>
<td>Team presentations in tutorial – 5 minutes max. Teams are to present findings only. This is an informal presentation to share findings with the tutorial group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment:</strong> Each team is to record their full presentation (10 minutes max) and submit it via Moodle no later than 24 hours after their tutorial time, this week.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Course Review</th>
<th>Sharing/Presentation of results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Oct</td>
<td><strong>Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full reports due in hard copy to tutor in tutorial; AND submitted online via Moodle by the start of the tutorial time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer evaluation to be submitted on Moodle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual reflections (20%) to be submitted via email to your tutor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All recorded grades achieved thus far in the course will be given to students in this tutorial.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Student presentations to client</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Oct</td>
<td><strong>Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graded reports to be returned to students in this tutorial.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>NO LECTURES</th>
<th>Final feedback</th>
</tr>
</thead>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

<table>
<thead>
<tr>
<th>Business Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.  You will be able to:  a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  b. Identify social and cultural implications of business situations.</td>
</tr>
</tbody>
</table>
9 ACADEMIC HONESTY AND PLAGIARISM

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

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

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

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

10 STUDENT RESPONSIBILITIES AND CONDUCT

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

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

10.1 Workload

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

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

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

10.2 Attendance

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

10.3 General Conduct and Behaviour

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

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

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course 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/special-consideration

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Business School policy on requests for special consideration for Final Exams in undergraduate courses:
The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:
1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least 45% in each assignment and meeting the obligation to have attended 80% of classes.

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

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

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 2, 2015 are:
   - 8th December – exams for the School of Accounting
   - 9th December – exams for all Schools except Accounting and Economics
   - 10th December – 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 Business School’s Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf.
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](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

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

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

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

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

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

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

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