MARK2085
Consumer Centric Innovation

Course Outline
Semester 2, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr Tania Bucic
Room: Quad3031
Phone: 9385 3315
Email: t.bucic@unsw.edu.au
Consultation time: Friday 12.00pm-1.00pm (or by appointment)

For contact outside of workshop time, please use the above details. I will be available for consultation at the specified times – no appointment needs to be made if you wish to see me then. If you require contact outside of this time, please email with your question or to negotiate an alternate and mutually suitable consultation arrangement.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Workshops start in Week 1 (to Week 12): The Time and Location are:
Thursday 11am-1pm, UNSW Business School G21 or
Thursday 2pm-4pm, UNSW Business School G21

Students are to attend only one workshop per week – the one they are enrolled in. In addition to the weekly face-to-face workshop, students are required to undertake 1 hour per week of self-directed online study that will be provided via Moodle. In total, this represents 3 “contact” hours per week (equivalent to a regular lecture/tutorial arrangement).

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course will help you understand how innovation adds value to the firm and its stakeholders. The course will discuss in depth the intricacies of innovation and new product development, and the problems faced by managers in this area. This course will equip students with the concepts, tools and approaches relating to management of innovation. Active participation in this course will provide students the opportunity to gain practical, real world experience in the application of these tools and approaches. In addition, this course will help students to further develop skills in communicating ideas, recommendations, or solutions (oral and written).

2.4 Course Aims and Relationship to Other Courses
For students enrolled in the Marketing major prior to 2015, this course may be taken as a level 2 marketing elective; for students who commenced their enrolment in 2015 this course will be a core compulsory course in the marketing major. A prerequisite for this course is MARK1012 (Marketing Fundamentals). This course builds on prior marketing knowledge and aims to introduce students to the very current topic of innovation. It aims to provide an understanding of how innovation can be fostered and managed. The course is a response to changes in practice, where innovation is critical for organisational growth. It will prepare students for new ways of thinking, so that they can become active leaders in generating positive change through innovation.
The strategic and operational aspects of innovation and new product and service development are examined through three major topics:

- Innovation – the types of innovation and roles of each
- How innovation can be created
- Conceptualisation and commercialisation of innovations

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’).

By the end of this course, you should be able to:
1. Describe theoretical bases of innovation
2. Establish a reliable new product development process
3. Use customer requirements to develop new products
4. Present a pitch for a New Product (innovation)

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**Business Undergraduate Program Learning Goals and Outcomes**

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

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

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

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

5. **Ethical, social and environmental responsibility:** Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.
The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

<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 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>
</tbody>
</table>
| 1 Knowledge                                                                                       | Understand and explain the strategic and operational aspects of innovation development (i.e., new product development) | • 48hour report  
• Case studies |
| 2 Critical thinking and problem solving                                                             | Apply innovation related frameworks to interpret real world problems and identify opportunities | • 48hour report  
• Case studies  
• Innovation proposal |
| 3a Written communication                                                                          | Construct written work which is logically and professionally presented.                   | • 48hour report  
• Innovation proposal |
| 3b Oral communication                                                                              | Communicate ideas in a succinct and clear manner.                                        | • Elevator pitch presentation |
| 4 Teamwork                                                                                        | Not specifically addressed in this course.                                               |                                          |
| 5a Ethical, social and environmental responsibility                                               | Ethical and sustainability responsibility issues related to innovation                   | • 48hour report  
• Case studies |
| 5b Social and cultural awareness                                                                   | Social and cultural issues related to innovation                                           | • 48hour report  
• Case studies |

3 Learning and Teaching Activities

3.1 Approach to Learning and Teaching in the Course

MARK2085 is a “hands on" course. The delivery of this course is atypical, in that it comprises a weekly 2 hour workshop and weekly self-directed learning (equivalent to 1 hour per week) using materials placed on Moodle. The face-to-face workshop learning comprises a combination of class discussions, case discussions, class exercises, guest visits and a major project. The assigned cases and reading materials focus in-class discussions and provide theoretical grounding for application of new concepts and development of the major project. Management problems, in the form of cases, are assigned to enable the student to apply his/her knowledge. Independent study is a major part of the course and requires much out-of-classroom work done both individually and in teams.

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

3.2 Learning Activities and Teaching Strategies
This course applies an active learning pedagogy – that is, learning is student-centred and reliant on active motivational and cognitive engagement. This means that students must present to class with a positive attitude and willingness to learn.

There is no assigned text book for this course. Instead, students are expected to read all allocated materials including cases, prior to attending workshops. Classes will be devoted to probing, extending and applying theoretical concepts to assigned cases and students will be expected to attend fully prepared for open, intense and deep conversation. Based on the assumption that students have read the allocated text/viewed relevant online material, case study discussion will be a vital part of each class and student participation will be assessed. Students will be called upon to contribute and therefore, it is absolutely critical that you are sufficiently prepared to be able to follow the discussion, to synthesize and to evaluate various perspectives.

Concepts that are discussed and knowledge gained in class will be applied to a “real life” problem through the major project that each student will work on.

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

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50% (50/100 marks); and
- make a satisfactory attempt at all assessment tasks (see below); and
- attend a minimum of 80% classes.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Individual – participation</td>
<td>5%</td>
<td>ongoing</td>
<td></td>
</tr>
<tr>
<td>2) Individual – Case participation</td>
<td>30%</td>
<td>TBC</td>
<td>Weeks 4-8 (inclusive)</td>
</tr>
<tr>
<td>3) Individual – 48hour report</td>
<td>30%</td>
<td>2000 words</td>
<td>Week 12, 5pm Sat 24\textsuperscript{th} Oct, 2015</td>
</tr>
<tr>
<td>4a) Group Project – storyboard</td>
<td>5%</td>
<td>1 storyboard</td>
<td>Week 9</td>
</tr>
</tbody>
</table>
### 4b) Group Project – Elevator pitch presentation

<table>
<thead>
<tr>
<th>Part 1: 10min video recording</th>
<th>10%</th>
<th>10 minutes</th>
<th>Week 11: Monday 12th October Week 12: in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2: 2min abridged version (to accompany storyboard)</td>
<td>10%</td>
<td>2 minutes</td>
<td></td>
</tr>
</tbody>
</table>

**Details of each assessment task:**

**Individual components (worth 65%)**

**Class attendance and general participation (5%)**

Classes are held weekly and comprise a combination of online resources for students to self-study, and 2 hour face-to-face workshop-type meetings commencing in week 1. The class program consists of a discussion of various issues in the form of case analyses and other exercises designed to give students a better understanding of practical aspects involved in consumer centric innovation. You are expected to participate actively during the entire course and to demonstrate positive citizenship behaviour.

Classes give an opportunity to:

- explore the content presented online, in cases, and related materials
- obtain, select and organise innovation information
- enhance communication skills
- make independent, informed and justified assessments of course related situations
- work co-operatively with other class members

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

**Case participation (30%)**

This course will be largely based on case studies as the main form of conveying real life innovation scenarios and associated considerations. As such, the case method of teaching and learning will be applied. This means that students will be expected to present to classes fully prepared and ready to engage with case based discussion. Each week, student participation will be graded (6% per week) to reflect the quality and quantity of contributions.

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

**48hour report (30%)**

In Week 12, on Thursday 22nd October 2015 at 5pm, the case report assignment [the 48hour report] will be made available to students on Moodle. This will be a case study that will be allocated to students with a specific question to address in the form of a 2000-word report. Students will have 48 hours to complete the assessment task and submit their completed work via Moodle, by 5pm Saturday (24th October, 2015).

Further details regarding how the 48hour report will be assessed, will be provided in Week 10.
Group components (worth 35%)
Students will form groups in Week 3. Groups will consist of (approx.) 5 people – within the SAME class. Cross class groups are not permitted. Each group will select a unique new product or innovation. Your group will act as innovation consultants/advisers to the innovator and will be responsible for creating a pitch to investors to bring the product to market. The project briefing document and supporting materials will be available on Moodle in Week 3.

The project consists of three parts (storyboard, pitch, and proposal) as listed below. Students will be awarded letter grades [Fail, P, C, D, HD] for these assessments, which will be converted to marks at the end of semester.

Storyboard (5%)
This task is due in Week 9. Groups will be required to present a storyboard summarising their intended innovation pitch to investors, to the lecturer.

This storyboard will also be required for presentation in Week 12 at the Solutions Expo, to accompany your (abbreviated) 2 minute group Elevator Pitch to Investors and classmates.

Marking criteria:
- Demonstrates preparation of ideas and broad themes for the presentation
- Logical structure
- Ease of use
- Appropriate design and format (as per HBR Guide to Persuasive Presentations, available on Moodle)

Elevator pitch presentation (20% total)
The pitch involves 2 parts:

Part 1: (10%) This is a 10 minute presentation to a board of investors. It should position and pitch the innovation using all relevant theoretical knowledge and prior class discussions. The pitch must be recorded and submitted via Moodle. This is due by 9am Monday 12th October, 2015, Week 11.

Part 2: (10%) An abbreviated (2 minute) elevator pitch presentation to be prepared for the Week 12 Solutions Expo. This should be tailored for fast and effective delivery, supporting your storyboard presentation to mentors/investors. This is due in-class, in Week 12.

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

Innovation proposal for investors (10%)
This is a supporting document (5 pages max) that will be issued to prospective investors (hard copy), to support the elevator pitch presentation in Week 12, at the Solutions Expo.

Marking criteria:
- Demonstrates understanding of course content and development of knowledge
- Demonstrates critical thinking and imagination
Communicates clearly and concisely
Structures presentation logically and coherently

4.3 Assessment Format
Your assignments must be formatted as per the requirements below:
- Use 11pt or 12pt font
- 2.5 cm left margin
- 1.5 line spacing
- Leave a line between each paragraph
- Number each page
- Student number and course code (MARK2085) to appear on every page
- Use Harvard method for referencing - more information can be found on the EDU website

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 2 weeks prior to 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
A list of course resources will be available on the MARK2085 Moodle site 1 week prior to each workshop.

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.
## 7 COURSE SCHEDULE
Classes start in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>30 July</td>
<td>Innovation Essentials</td>
</tr>
<tr>
<td>Week 2</td>
<td>6 August</td>
<td>Types of innovation: Practise case study</td>
</tr>
<tr>
<td>Week 3</td>
<td>13 August</td>
<td>Innovation lab challenge: Part 1 – Problems</td>
</tr>
<tr>
<td>Week 4</td>
<td>20 August</td>
<td>Case 1 – Topic: Applied innovation</td>
</tr>
<tr>
<td>Week 5</td>
<td>27 August</td>
<td>Case 2 – Topic: Innovation and the user experience</td>
</tr>
<tr>
<td>Week 6</td>
<td>3 September</td>
<td>Case 3 – Topic: Human centred design</td>
</tr>
<tr>
<td>Week 7</td>
<td>10 September</td>
<td>Case 4 – Topic: Leadership for innovation</td>
</tr>
<tr>
<td>Week 8</td>
<td>17 September</td>
<td>Case 5 – Topic: Towards creating solutions for sustained advantage</td>
</tr>
<tr>
<td>Week 9</td>
<td>24 September</td>
<td>Innovation lab challenge: Part 2 – story boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mid-semester break: Saturday 26 September – Monday 5 October inclusive</strong></td>
</tr>
<tr>
<td>Week 10</td>
<td>8 October</td>
<td>Mentoring workshop</td>
</tr>
<tr>
<td>Week 11</td>
<td>15 October</td>
<td>Innovation lab challenge: Part 3 – solutions: video pitch presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>22 October</td>
<td>Solutions Expo: (2 minute) Elevator pitch presentations; top 3 presentation to mentors/investors</td>
</tr>
<tr>
<td>Week 13</td>
<td>29 October</td>
<td><strong>NO LECTURES</strong></td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought 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>
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| 3. Communication: Our graduates will be effective professional communicators. You should be able to:  
  a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and  
  b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner. |
| 4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes. |
| 5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to:  
  a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
  b. Identify social and cultural implications of business situations. |
9 ACADEMIC HONESTY AND PLAGIARISM

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

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

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

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

10 STUDENT RESPONSIBILITIES AND CONDUCT

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

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

10.1 Workload

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

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

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

10.2 Attendance

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

10.3 General Conduct and Behaviour

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

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

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course website. From time to time, the University will send important announcements to your university email 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