MARK3091
New Product and New Service Development

Course Outline
Semester 2, 2013
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Jack Cadeaux
Room: Quad Building Rm. 3024
Phone No: 9385 1436
Email: j.cadeaux@unsw.edu.au
Consultation Times – Tuesday 2pm-4pm (or by appointment)

It is always best to contact me by e-mail. You should use your UNSW e-mail address in all official contact for this course.

Dr Jack Cadeaux is an Associate Professor of Marketing at UNSW and has a PhD in Marketing from the University of California, Berkeley. He has taught marketing at such institutions as the University of the Pacific, the University of Alabama, and the University of New South Wales. His research lies in distribution channels, retailing, macromarketing, strategic marketing of product and service innovations, and marketing strategy. He has authored or co-authored articles published or forthcoming in the following journals: Decision Sciences, European Journal of Marketing, Journal of Strategic Marketing, Journal of Macromarketing, Journal of Business Research, Industrial Marketing Management, Journal of Business and Industrial Marketing, Journal of Nonprofit and Public Sector Marketing, Journal of Marketing Channels, International Journal of Retail and Distribution Management, International Review of Retail, Distribution, and Consumer Research, International Journal of Financial Services Management, Australasian Marketing Journal, Asia Pacific Journal of Marketing and Logistics, Social Responsibility Journal, and the International Journal of Operations and Production Management. He has presented papers at academic conferences such as the AMA, ANZMAC, EIRASS, EAERCD, AIB, and Macromarketing in the United States, Canada, Australia, New Zealand, the Netherlands, Belgium, Germany, and Spain. He is on the Editorial Board of the Australasian Marketing Journal and on both the Editorial Policy Board and the Editorial Board of the Journal of Macromarketing. He was Editor for the 1999 ANZMAC Conference and Co-Chair and Editor for the 2002 Macromarketing Conference.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (2 August) to Week 12 (25 October):
The Time and Location are:

Fridays from 2pm-5pm

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 development and commercialisation of new products and new services is an important business function for many organisations. This course builds on knowledge of basic marketing concepts and complements this knowledge by developing a deeper understanding of strategic managerial and marketing aspects of innovation. It involves not only an application and extension of basic marketing concepts within the context of strategic innovation management, but also the further development of consumer market analysis skills in technical areas of product development research.

2.4 Course Aims and Relationship to Other Courses
The purpose of this course is to develop an understanding of new product and new service development from a strategic marketing and management perspective. The topics cover a) the strategic basis for product development including sources and types of innovation, market entry timing, product market structure and competition, disruptive and entrepreneurial innovation, and developing new services and service bundles; b) marketing research techniques for new product development including user and lead user analysis and conjoint analysis; and c) managing the new product development process including collaboration and networks as well as strategies for launching and marketing new products and services.

The student must have previously completed MARK1012 as a pre-requisite for this course.

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

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

<table>
<thead>
<tr>
<th>ASB Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<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</td>
</tr>
</tbody>
</table>
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.

Course Learning Outcomes:

The student learning outcomes (SLOs) of this course are as follows:

1. To develop a mature and critical understanding of concepts, theories, and evidence for effective strategic management of new product and new service development from a marketing perspective.
2. To understand how market analysis tools and selected marketing research tools can be applied to assess new product and new service development opportunities.
3. To understand the factors that underlie innovation performance and how these vary across different types of strategic product and service innovations.
4. To be able to describe and present the market opportunity for a new product or service in terms of its potential users, as well as its competing and complementary products and services.
5. To be able to analyse and present the market opportunity for a new product or new service in terms of the dynamics of entry timing and the likely trajectory for market development and potential for product-market disruption and/or entrepreneurial transformation.
6. To develop a basic awareness of how public policy, infrastructure, and social and organisational contexts might operate to either facilitate or inhibit product or service innovation.

The following table illustrates the relation between the learning outcomes and assessment items for this course and the ASB undergraduate program learning goals and outcomes:
<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 ASB 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>Have a mature and critical understanding of concepts, theories, and evidence for effective strategic management of new product and new service development from a marketing perspective. Understand how market analysis tools and selected marketing research tools can be applied to assess new product and new service development opportunities. Understand the factors that underlie innovation performance and how these vary across different types of strategic product and service innovations.</td>
<td>• Strategic Market Analysis Report&lt;br&gt;• Exam&lt;br&gt;• In class discussion: as recorded by participation tokens and records of participation in in-class exercises</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Describe and present the market opportunity for a new product or service in terms of its potential users, as well as its competing and complementary products and services. Analyse and present the market opportunity for a new product or new service in terms of the dynamics of entry timing and the likely trajectory for market development and potential for product-market disruption and/or entrepreneurial transformation.</td>
<td>• Strategic Market Analysis Report&lt;br&gt;• Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Strategic Market Analysis Report</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• In class discussion: as recorded by participation tokens and records of participation in in-class exercises</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>Not specifically assessed</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The class consists of informal lectures combined with class discussions of assigned text readings, cases, and journal articles. The purpose of the informal lectures is to present a critical discussion and assessment of assigned text and journal readings supplemented by a presentation of additional conceptual material. While the emphasis in lectures is the presentation of theory, the emphasis in discussion is the application of this theory in the discussion of business cases. Lectures and are not a substitute for reading the assigned text chapters and cases.

3.2 Learning Activities and Teaching Strategies

The teaching strategy is to present a critical overview of conceptual, empirical and case material with an emphasis on theories and findings that are based on research evidence and coherent argument rather than the opinions and views of practitioners, be they successful or not. Students will develop and present a formal strategic marketing analysis for a new product or service in an industry context of their choice. The purpose of this assignment (as should be evident from the detailed assignment content and structure described later in this outline) is to allow the student to extend and reinforce his or her understanding of a wide range of conceptual material within a particular business or industry setting (to complement the cross-business and industry approach generally taken in the text and in most of class sessions).

Beyond the discussion of conceptual material and cases which are to be examined in the final exam, the strategic market analysis assignment (as described in more detail later in this outline) adds a second dimension to the learning process, that of focused application of concepts and analytic methods. These tasks contribute to student development in terms of scholarly inquiry, disciplinary knowledge, analytic and critical thinking, independent and reflective leaning, and information literacy. In a number of places, text and lecture presentations will consider formal models for depicting strategies and processes for new product and service development. All students should expect to gain some practice in applying such models, when
appropriate, in class discussions and in the assignment. These activities contribute to student development in terms of scholarly inquiry and disciplinary knowledge. Students must also expect to work effectively in teams and to prepare formal written assignments in a clear and logical manner. Thus, this course aims not only to develop the student’s critical understanding of a range of substantive strategic marketing phenomena, but also to encourage the student to present their analyses in a logical and convincing manner and to clearly show how their conclusions are based on evidence acquired through research (particularly, secondary research). These tasks contribute to student development in terms of scholarly inquiry, disciplinary knowledge, analytic and critical thinking, independent and reflective learning, information literacy, collaborative work, and effective communication.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50%; and
- make a satisfactory attempt at all assessment tasks (see below).
- achieve a minimum of 80% attendance in classes
- achieve a minimum of 50% on the Final Exam
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><strong>Class Participation</strong></td>
<td>15%</td>
<td>n/a</td>
<td>ongoing</td>
</tr>
<tr>
<td>(as recorded by participation tokens in account and by records of participation in three in-class exercises).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strategic Market Analysis for a New Product or New Service</strong></td>
<td>35%</td>
<td>max 1250 words</td>
<td>due Week 10 (11 October) at start of class</td>
</tr>
<tr>
<td>(See comprehensive requirements later in this outline.) This assignment consists of a formal group written assignment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Important Note:</strong> Comprehensive requirements for this assignment are only available from the lecturer and from Blackboard for students enrolled in the course or for prospective students planning to enrol in the course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final examination:</strong> Three Hours (Essay Format). Study questions available in Week 11 (18 October)</td>
<td>50%</td>
<td></td>
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</tr>
</tbody>
</table>

**Final Examination (50%)**

The final exam is scheduled during the official exam period as set by the examinations unit. It will be a 3-hour written exam that will ask the student to critically analyse concepts and, in part, to apply those to cases we have discussed in class. Study questions for the exam will be circulated in Week 11 (18 Oct.) and discussed in class in Week 12 (25 Oct.). Preparation for and participation in the exam are related to Program Learning Goals 1 Knowledge and 2 Critical thinking and problem solving.

All exams are scheduled and conducted in accordance with the UNSW Rules for the Conduct of Examinations and it is the student’s responsibility to be familiar with these rules.

NOTE: Students MUST pass the final exam (50% or higher) in order to pass the course. If students do not pass the final exam, they will receive a mark of UF.

**Class Participation (15%)**

Students must not only attend class but must also have read and analysed all of the assigned readings, cases, and discussion questions for each class. Thus,
students are expected to participate in class discussion and be able to comment thoughtfully on the material provided. At the instructor’s sole discretion, “participation token” sheets will from time to time be given to students who make particularly thoughtful comments, answers, and remarks during the class session. The student must record their name and student number on the token paper and return it to the instructor immediately at the conclusion of the class. The instructor will use the accumulated account of tokens received for each student as a major input in preparing the final class assessment mark. Another indicator of participation is the written record of participation in the three in-class exercises. These sheets will be collected after class in weeks 6, 7, and 8. Attendance at 80% of classes is a basic requirement. Since .8*12=9.6, more than two (2) unexcused absences may be reason in itself for failure in the course and will automatically result in failure for this component. Improper conduct in class such as making or answering a mobile phone call will also automatically result in failure for this component.

Strategic Market Analysis for a New Product or New Service (35%)

Important Note: Comprehensive requirements for this assignment are only available from the lecturer and from Blackboard for students enrolled in the course or for prospective students planning to enrol in the course.

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 and will not be related to course grades.

5 COURSE RESOURCES

5.1 The core resources
The prescribed materials for this course are:

- Five cases and one HBR article available via Blackboard under the UNSW ASB licensing agreement with Harvard Business School Press. Use the link on Blackboard to print a copy for yourself.
The MARK3091 Journal Article Readings shown later in this outline, all of which are available to individually download from the UNSW library e-Journal system. Due to copyright requirements, these must be downloaded from the e-journal system and can’t be posted on Blackboard.

MARK3091 Journal Article Readings (available to download from library e-journal system)

A complete list of journal article readings is only available from the lecturer and from Blackboard for students enrolled in the course or for prospective students planning to enrol in the course.

Blackboard
The Blackboard site for this course includes such resources as lecture notes, timetables, updates, links, and announcements.

5.2 Other useful resources


Journals
Research articles about new product and new service development and the strategic marketing of innovations can be found in the following journals, to name a few:

European Journal of Marketing
International Journal of Research in Marketing
Journal of Business Research
Journal of Macromarketing
Journal of Marketing
Journal of Marketing Research
Journal of the Academy of Marketing Science
Journal of Product Innovation Management
Journal of Strategic Marketing
Industrial Marketing Management
Management Science
Marketing Science
Research Policy
Strategic Management Journal
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.” Although not necessarily in response to feedback, this session, MARK3091 includes a significant revision of the class program as well as the major assignment structure. Positive feedback from earlier years led to the retention of most other components.
# 7 COURSE SCHEDULE

**CLASSES START IN WEEK 1 AND FINISH IN WEEK 12.** Important Note: This is only a basic public timetable of topics. The complete timetable including detailed chapter, article, and case readings is only available from the lecturer and from Blackboard for students enrolled in the course or for prospective students planning to enrol in the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Overview:</td>
</tr>
<tr>
<td>2 August</td>
<td>New product and service development from a strategic marketing and management perspective</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sources of Innovation</td>
</tr>
<tr>
<td>9 August</td>
<td>Creativity and Teamwork</td>
</tr>
<tr>
<td>Week 3</td>
<td>Types of innovation; Product and service standards and competition</td>
</tr>
<tr>
<td>16 August</td>
<td>Discussion: Innovation Sources and Types; Design Dominance</td>
</tr>
<tr>
<td>Week 4</td>
<td>Entry timing and first-mover advantage</td>
</tr>
<tr>
<td>23 August</td>
<td>Discussion: Entry timing and first-mover advantage</td>
</tr>
<tr>
<td>Week 5</td>
<td>Product market structure and definition</td>
</tr>
<tr>
<td>30 August</td>
<td>Product complements and substitutes</td>
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<td></td>
<td>Discussion: Product Market Structure and Market Transformation</td>
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<tr>
<td>Week 6</td>
<td>Disruptive innovation, entrepreneurial marketing, and product market transformation; Transition strategies between product and service markets</td>
</tr>
<tr>
<td>6 September</td>
<td>Discussion: Disruptive and Entrepreneurial Innovation</td>
</tr>
<tr>
<td>Week 7</td>
<td>Developing new services and developing and pricing service bundles. Discussion: Developing a New Service and Pricing Service Bundles</td>
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<tr>
<td>13 September</td>
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<tr>
<td>Week 8</td>
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<tr>
<td><strong>20 September</strong></td>
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<tr>
<td>Users and lead users in new product development; custom products and custom design</td>
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<tr>
<td>Discussion: The Lead User Approach to New Product Development</td>
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<th>Week 9</th>
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<tbody>
<tr>
<td><strong>27 September</strong></td>
</tr>
<tr>
<td>Marketing Research Techniques for Product and Service Development</td>
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<tr>
<td>Conjoint Analysis: Introductory Overview and Illustration</td>
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<table>
<thead>
<tr>
<th>Week 10</th>
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<tbody>
<tr>
<td><strong>11 October</strong></td>
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<tr>
<td>Organisational factors and new product development in large firms</td>
</tr>
<tr>
<td>Customer portfolios and new product development in small entrepreneurial firms</td>
</tr>
<tr>
<td>Discussion: Managing the Customer Portfolio in NPD</td>
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<table>
<thead>
<tr>
<th>Week 11</th>
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<tbody>
<tr>
<td><strong>18 October</strong></td>
</tr>
<tr>
<td>Managing the new product development process; Product champions and network champions</td>
</tr>
<tr>
<td>Strategies for deploying, launching, and marketing new products and services</td>
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<tr>
<td>Discussion: NPD Processes and Launch Tactics</td>
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<table>
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<tr>
<th>Week 12</th>
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<tbody>
<tr>
<td><strong>25 October</strong></td>
</tr>
<tr>
<td>Review of exam study questions and all concepts and cases</td>
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<table>
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<tr>
<th>Week 13</th>
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<tbody>
<tr>
<td><strong>28 October</strong></td>
</tr>
<tr>
<td>NO CLASSES</td>
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</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 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.

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<thead>
<tr>
<th>ASB Undergraduate Program Learning Goals and Outcomes</th>
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</table>
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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 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. |
2 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 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.

To see if you understand plagiarism, do this short quiz:
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

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism web page: (ASB >Learning and Teaching>Student services>Referencing and plagiarism)

3 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.


3.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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 Blackboard or 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://my.unsw.edu.au/student/atoz/UnitsOfCredit.html
3.2 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.

Reference for 80% guideline is at:  
https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

3.3 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:  

3.4 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/.

3.5 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.

3.6 Key Dates and Student Responsibilities: Semester 2, 2013

It is your responsibility to ensure that:

1. You are recorded by the University as being correctly enrolled in all your courses.
2. You have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.
3. You abide by key dates:
   Monday 29th July is the first day of Semester 2 lectures.
   Sunday 4th August is the last day you can change your enrolment and timetable via myUNSW, and is also the due date for Semester 2 fees.
   Saturday 31st August (end Week 5) is the last day to discontinue without financial penalty (census date). Applications to start FEE-HELP must also be lodged well before this date.
   Sunday 15th September (end Week 7) is the last day to discontinue without academic penalty.
4. You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the
semester’s examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Semester 2, 2013, falls between Friday 8th November and Tuesday 26th November (provisional dates subject to change).

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

6. Schools in the ASB schedule a common date for any supplementary exams that may be required. For Semester 2, these are:
   - 10th December, 2013 – exams for the School of Accounting
   - 11th December, 2013 – exams for all Schools except Accounting and Economics
   - 12th December, 2013 – exams for the School of Economics

A full list of UNSW Key Dates is located at: https://my.unsw.edu.au/student/resources/KeyDates.html

4 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). Submit the originals or certified copies of your completed Professional Authority form (pdf) and other supporting documentation to Student Central. For more information, please study carefully 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 a passing mark of 50 in all other assessment items and meeting the obligation to have attended 80% of tutorials.

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

Special Consideration and the Final Exam:
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 Session 1, 2013 are:
   - 10th December, 2013 – exams for the School of Accounting
   - 11th December, 2013 – exams for all Schools except Accounting and Economics
   - 12th December, 2013 – 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:
5 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
  Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au

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

- **Blackboard eLearning Support**: For online help using Blackboard, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *UNSW Blackboard Support / Support for Students*. For technical support, email: itservicecentre@unsw.edu.au; ph: 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; Ph: 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; Ph: 9385 4734