MARK5700
Elements of Marketing

Course Outline
Semester 2, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1  STAFF CONTACT DETAILS

Lecturer-in-charge: Zixi Veronica Jiang
Room: Quad 3018
Phone No: 9385 4298
Email: zixi.jiang@unsw.edu.au
Consultation Times: Thursday 3pm-4pm, or email me, happy to arrange a time😊

2  COURSE DETAILS

2.1  Teaching Times and Locations

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Wednesday, Week 1 to 12</td>
<td>18:00 – 21:00</td>
</tr>
<tr>
<td>Tutorial</td>
<td></td>
<td>There are no tutorials for this course</td>
</tr>
</tbody>
</table>

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

*Elements of Marketing* (MARK 5700) examines how to manage and maintain profitable customer relationships by understanding customer needs, translating these needs into offerings that customers will value, and communicating and delivering the offering to the customers. An overview of marketing theories and concepts will be provided along with supplementary discussions of concurrent marketing practices.

2.4  Course Aims and Relationship to Other Courses

*Elements of Marketing* (MARK 5700) is one of the compulsory courses in the university Master of Commerce (Marketing) program. This is an introductory course and is relevant to all students who wish to obtain a general understanding of marketing, irrespective of prior background and knowledge.

The primary aim of this course is to develop student understandings of (1) fundamental marketing theories and concepts, (2) relevant techniques and frameworks used in the marketing field, and (3) how the marketing process is used to effectively create, deliver, and exchange value with customers. By providing a broad overview of the marketing process, this course will provide students with a foundation upon which to build more in-depth knowledge and skills through subsequent courses offered in the program.

2.5  Student Learning Outcomes

At the end of the course, upon participating fully in learning activities and successfully completing the assessment items, students should be able to:

1. Identify and describe key theories, concepts, and frameworks in marketing.
2. Apply concepts, techniques, and frameworks to evaluate and analyse marketing problems and marketing decisions with respect to various situations.
3. Use resources (e.g., marketing research, research studies) in an informed and skilful way as part of the process of developing a marketing plan.
4. Develop an appreciation for ethical practices and social responsibility in application of marketing.
5. Work individually and as an effective member of a team.
6. Effectively communicate marketing knowledge in oral and written contexts.

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

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
</tbody>
</table>
| 3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to:  
  a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and  
  b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose. |
| 4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes. |
| 5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to:  
  a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and  
  b. Consider social and cultural implications of business and /or management practice. |

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>
</table>
| 1 Knowledge                         | 1. Identify and describe key theories, concepts, and frameworks in marketing.  
                                         2. Apply concepts, techniques, and frameworks to evaluate and analyse marketing problems and marketing decisions with respect to | This learning outcome will be assessed in the following items:  
                                         • Class Participation  
                                         • Group Assignment  
                                         • In-class Quiz  
                                         • Final Exam |
|   | Critical thinking and problem solving | 2. Apply concepts, techniques, and frameworks to evaluate and analyse marketing problems and marketing decisions with respect to various situations.  
3. Use resources (e.g., marketing research, research studies) in an informed and skilful way as part of the process of developing a marketing plan. | • Class Participation  
• Group Assignment  
• In-class Assignment  
• Final Exam |
|---|---|---|
| 3a | Written communication | 6. Effectively communicate marketing knowledge in oral and written contexts. | • Class Participation  
• Group Assignment  
• In-class Assignment  
• Final Exam |
| 3b | Oral communication | 6. Effectively communicate marketing knowledge in oral and written contexts. | • Class Participation |
| 4 | Teamwork | 5. Work individually and as an effective member of a team. | • Group Assignment |
| 5a | Ethical, environmental and sustainability responsibility | 4. Develop an appreciation for ethical practices and social responsibility in application of marketing. | Not specifically assessed. |
| 5b | Social and cultural awareness | Not specifically addressed. | Not specifically assessed. |

### 3 LEARNING AND TEACHING ACTIVITIES

The learning and teaching activities involved in *Elements of Marketing* (MARK 5700) are comprised of main lectures and supplementary class discussions. The collective aim of the learning and teaching activities is to help students become familiar with key marketing concepts and frameworks and build the skills required to critically evaluate real world marketing practices and develop successful marketing strategies.

**Lectures**
The main lectures are structured to outline theories, concepts, and frameworks relevant to the marketing field. Lectures will be held weekly starting from Week 1 and will be conducted in a seminar style format with different topics specified for each week. The overall aim of the main lectures is to help students understand key marketing concepts and frameworks both theoretically and in application to real world marketing practices.

**Class Discussions**
Class discussions are also an important component of the course structured to help students become more fluent in the use of marketing typologies and develop the ability to apply the concepts and frameworks discussed in the main lectures to concrete marketing problems. Class discussions will involve a combination of open discussions and small group activities. Class discussions are designed to supplement the lectures and encourage active learning and will be conducted in a comfortable yet challenging format. Students will be asked to explore and discuss concurrent marketing issues, analyse and solve real world marketing problems, and develop creative and successful marketing plans.

To maximize the learning experience and enable active and effective learning, students are expected to read all relevant materials beforehand and actively search for and access information regarding the topics discussed. The combination of learning and teaching activities will help students integrate, synthesize, apply and communicate the elements discussed throughout the
course. Students are also encouraged to become aware of their surrounding environment from a marketing perspective, plan and execute the various assessment tasks, and work cohesively in their assigned groups.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must achieve a composite mark of at least 50. However, take note of the following:

- Attend a minimum of 80% of classes (for the full session), which is 10 out of 12 lectures;
- You must pass the final exam, obtain at least 50% in the final exam component;
- Make a satisfactory attempt at all assessment tasks (see below).

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>Case analysis &amp; marketing plan:</td>
<td>10%</td>
<td>500-1000 words</td>
<td>Submit online by Friday 21 August (Week 4) before 11pm</td>
</tr>
<tr>
<td>Individual preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case analysis &amp; marketing plan:</td>
<td>15%</td>
<td>Group Report (1500-2000 words) &amp; Presentation (15 mins + 5 min Q&amp;A)</td>
<td>Hardcopy of BOTH the group case report and the presentation slides (details on Moodle in Week 4). Weeks 8, 9, 11 or 12</td>
</tr>
<tr>
<td>Group report &amp; presentation</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>12%</td>
<td>In-class discussion participation (6%) Presentation Critiques (6%)</td>
<td>All semester</td>
</tr>
<tr>
<td>Research Participation/Article</td>
<td>3%</td>
<td>60-100 minutes</td>
<td>To be advised in due course, if offered</td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Quiz (Mid Term)*</td>
<td>15%</td>
<td>60 minutes</td>
<td>9 September (Week 7)</td>
</tr>
<tr>
<td>Final Exam*</td>
<td>30%</td>
<td>120 minutes</td>
<td>Formal UNSW Exam period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3 Assessment Format

4.3.1 Case Analysis & Marketing Plan
Case analysis & marketing plan contains individual case preparation and group report and group presentation. The individual students’ efforts need to be integrated by the group into a solid overview of the marketing case and situational analysis using marketing concepts. This project will require the groups to discuss different interpretations of the case, exploring alternative strategies to solve the problem. The group will then provide recommendations given their overall understanding of the situation. The purpose of the project is to develop your understanding and application of the concepts learned in class and from your wider reading. The project will give you an opportunity to practice working in a group and develop collaborative writing and presentation skills.

Case group formation:
Case group will be formed in Week 2 based on major, work experience, marketing experience, etc. Case groups aim to achieve diversity among group members. The size of case group depends on the number of students selecting this course, and the maximum number of students in each group is 5.

Manage group dynamics
*It is important to note that management of group dynamics is your responsibility.* You are expected to actively manage the conduct of meetings and record members’ contributions and the decisions/actions agreed to at each meeting. Clearly documented procedures and agreed outcomes are a sound professional tool when working in groups. Each student within the group will receive the same mark unless there is a dispute about the individual contribution.

If you feel one or several of group members’ are not equally/timely contributing, you should:
1) Clearly and early address such problems within the group (in a meeting, and keep a written record). The group coordinator has the responsibility to discuss the issues with the group member as early as possible.
2) If (1) does not help, consult the lecturer with your group.
3) If (2) does not remedy the situation, the peer evaluation will re-adjust marks (keep evidence of unequal contributions as well as evidence of having tried to solve the issue, in case that your group members disagree).
4) Marking group members up/down with peer evaluation is the last option, getting group members to perform would be preferred.

Individual case preparation (10%)
This is a short paper reporting on the background research that will contribute to the group case report and presentation. Cases will be announced in Week 2. A separate assessment brief with details will be provided in Week 2 via Moodle. The following is what this individual case analysis will include (full brief to be provided):
• Submission: **online via Moodle/Turnitin**—Deadline is Friday 21 August (Week 4) before 11pm. Late penalty will apply for assignments submitted after this time.

• **Length:** 800-1,000 words

See detailed marking sheet with assessment criteria to be given out with the case brief [level of summary, research and referencing (50%), case analysis (25%) and clarity in communication (25%)].

**Group case report (15%) and presentation (15%) = (Total 30%) — Analysis and recommendation**

**Report (15%)**
Separate assessment brief with details will be provided in Week 4 via Moodle.

• Submission: Electronic version should be submitted through email to Veronica Jiang before presentation. Hardcopy should be submitted at the time of the group presentation (Weeks 8, 9, 11 or 12).

• **Length:** 1,800-2,000 words

• Group report assignments must include a cover sheet and be signed by all the students in the group. The cover sheet will be provided via Moodle in Week 4.

• Title page: Case name, student names, student ID numbers, and presentation week
  1. Introduction
  2. Discussion of main case issues
  3. Conclusions
  4. Reference list & appendices
  5. Copies of any material used (e.g. Presentation slides)
  6. Presentation plan and list of contribution to report and presentation (i.e. who did what in the group).

• Report marking criteria: research and referencing (30%), case analysis (50%) and clarity in written communication (20%).

**Presentation (15%)**

• Submission: Presentation slides electronic version should be submitted through email to Veronica Jiang before presentation. Presentation slides hardcopy should be submitted at the time of the group presentation - (Weeks 8, 9, 11 or 12).

• All group members are to share the preparation and delivery of the presentation. It is important that you work together.

• **Length:** 15 minutes + 5 minutes Question & Answer session. The length may vary according to how many students selected the course. **Please note** you need to practice so that you do not go over time and that each member presents for around the same time (e.g. 5 minutes each student if a group of three).

• Presentation marking criteria: case analysis & recommendations (50%) and clarity in verbal communication (50%).
• Final Presentation mark contribution: 60% weight from Veronica’s marks, 40% weight from class average marks. For example, if Veronica graded one group for 90, and class average for the same group is 85, the final presentation mark for the group is: 88 (= 90*0.6 + 85*0.4)

Peer Evaluation
Each student will evaluate the contributions of their group members (not themselves) in the presentation week 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 team work skills, an important program learning goal of your 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.

4.3.2 Participation
In-class discussion participation (6%)
Good contribution to in-class discussion and activity and thoughtful critiques will earn high discussion participation marks. Attendance for more than 80% of the lectures, with little in-class discussion contribution and scant critique feedback will earn a low mark for discussion participation. Detailed marking criteria will be offered in Week 1.

Presentation Critiques (6%)
During presentations, you, as an audience member, will be asked to critique each presentation (Weeks 8, 9, 11 or 12). Your comments will be part of the feedbacks given to your fellow students. The quality of your comments will be marked, which contribute to 6% of the overall course mark. Critiques are to be handed in at the end of each presentation. Detailed formats and marking criteria will be offered in Week 4.

4.3.2 Research Participation/Article Review (3%)
You may have the opportunity to participate in real life marketing research conducted by the school. Participation in this project will be treated as research participation and award you 3% of the overall course mark. The 3% is part of the course assessment, and not a bonus 3% on top of the 100%. Separate details will be provided once the allocations have been finalised.

Should you not wish to participate or in the event that you are not selected, you may complete an alternative assignment to this 3%. The alternative assignment is to write a summary & critique for two academic articles (500 words for each article critique) related to the course content. Please see or email the lecturer no later than Week 9 to determine articles and topic of review.
4.3.5 Exams
Two exams will be conducted throughout the semester to assess your learning of lectures and readings. The exams will be a combination of multiple choice, short answer questions, calculation problems (i.e., profit margin), application questions, case analysis

- In-class Quiz (Mid Term): 9 September (Week 7), will cover contents from Week 1 to 6.
- Final Exam: will be scheduled by the UNSW examination unit. Final exam will cover contents from Week 1 to 12.

Should in-class quiz be missed due to misadventure [e.g., health, family problem, accident or others; apply through MyUNSW] a make-up quiz will be offered. UNSW policy regarding special considerations will apply.

4.4 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
Textbook:
Available: UNSW Bookshop; ask bookstore staff if you can’t find it.

Required Readings
Key lecture slides, updates, and other course materials can be found via Moodle course website. You should log in at least once a week to obtain updates.

Recommended Reading
Recommended Textbook:

Journals
Journal of Marketing
Harvard Business Review
Journal of Retailing
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 they enjoyed this course however the group work contribution was difficult to assess. As a result of this feedback, an individual preparation component for the case has been introduced as well as the presentation critiques designed to help students engage with their peer’s efforts.

7 COURSE SCHEDULE

This is a tentative schedule. Lecturer will vary each week’s content according to the progress of students’ learning outcome. And the cases listed are tentative as well, and Lecturer will select cases according to number of groups formed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Text Chapter Reference</th>
<th>Case Discussion</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 29 Jul.</td>
<td>Introduction to Marketing</td>
<td>Ch. 1 &amp; 2</td>
<td>Segway</td>
<td>Discuss assessment</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Homework: Case reading: Calyx &amp; Corolla</td>
</tr>
<tr>
<td>Week 2 5 Aug.</td>
<td>Marketing Strategy &amp; Planning</td>
<td>Ch. 3 &amp; Ch. 9</td>
<td>Calyx &amp; Corolla; iiNet</td>
<td>Case groups formed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Group cases allocated</td>
</tr>
<tr>
<td>Week 3 12 Aug.</td>
<td>Finance &amp; Marketing</td>
<td>Ch. 3 &amp; Ch. 12</td>
<td>Marketing Australia; GoodBelly</td>
<td>Case analysis approach</td>
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<td>Homework: Case reading: New Coke</td>
</tr>
<tr>
<td>Week 4 19 Aug.</td>
<td>Market Information</td>
<td>Ch. 6</td>
<td>New Coke; FlyBuy</td>
<td>Individual case preparation</td>
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<td>due: Submit online by Friday 21 August</td>
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<td>before 11pm</td>
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<tr>
<td>Week 5 26 Aug.</td>
<td>Pricing for Profit</td>
<td>Ch. 12</td>
<td>iPad vs. Kindle</td>
<td>Homework: 1) Consumer Behaviour</td>
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<td></td>
<td>interview exercise</td>
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<td></td>
<td>2) Reading: Pricing Strategy</td>
</tr>
<tr>
<td>Week 6 2 Sep.</td>
<td>Consumer Behaviour</td>
<td>Ch. 7</td>
<td>CB interview reports</td>
<td>Homework: iSnack 2.0 case reading</td>
</tr>
<tr>
<td>Week 7 9 Sep.</td>
<td>Brand Management</td>
<td>Ch. 10 &amp; Ch. 11</td>
<td>iSnack 2.0</td>
<td>In-class Quiz (Mid Term)</td>
</tr>
<tr>
<td>Week 8 16 Sep.</td>
<td>Marketing Communication</td>
<td>Ch. 15</td>
<td>NAB</td>
<td>Group Case report &amp; presentations</td>
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<td></td>
<td>Presentation Critiques</td>
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<td></td>
<td></td>
<td>Cases:</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1) Kodak;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2) Dove</td>
</tr>
<tr>
<td>Week 9 23 Sep.</td>
<td>Global Marketing</td>
<td>Ch. 5 &amp; 18</td>
<td>Mambo</td>
<td><strong>Group</strong> Case report &amp; presentations Presentation Critiques 3) Starbucks; 4) McDonald vs. KFC</td>
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</tbody>
</table>

Mid-semester break: Saturday 26 September - Monday 5 October inclusive

<table>
<thead>
<tr>
<th>Week 10 7 Oct.</th>
<th>Guest Lecture</th>
<th>Ch. 8</th>
<th><strong>Business to Business Marketing,</strong> By Ce(Jacky) Mo</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 11 14 Oct.</th>
<th>Customer Relationship Management</th>
<th>Ch. 14 &amp; 16</th>
<th><strong>Group</strong> Case report &amp; presentations Presentation Critiques due Cases: 5) Zara; 6) Lego</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Week 12 21 Oct.</th>
<th>e-Marketing</th>
<th>Ch. 17</th>
<th><strong>Group</strong> Case report &amp; presentations Presentation Critiques Cases: 7) eBay vs. Amazon; 8) Google</th>
</tr>
</thead>
</table>

| Week 13 28 Oct. | **NO LECTURES** | | |
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.

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<td>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
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<td>3. Communication: Our graduates will be effective communicators in professional contexts.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<td>4. Teamwork: Our graduates will be effective team participants.</td>
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<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>
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<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.</td>
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<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>b. Consider social and cultural implications of business and/or management practice.</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.

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). The student will then need to submit the originals or certified copies of the 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. Decisions and recommendations are made by lecturers-in-charge in consultation with the program coordinator.
4. Applying for special consideration does not automatically mean that the student will be granted a supplementary exam or other concession.
5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Requests for special consideration for Final Exams:
The lecturer-in-charge and the program coordinator 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.

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