MARK 5800
CONSUMER BEHAVIOUR

Course Outline
Semester 1, 2016

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

## PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS .............................................. 1

2. COURSE DETAILS .................................................. 1

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

3. LEARNING AND TEACHING ACTIVITIES ....................... 3

   3.1 Approach to Learning and Teaching in the Course ...... 3
   3.2 Learning Activities and Teaching Strategies .......... 4

## ASSESSMENT .......................................................... 4

4.1 Formal Requirements ............................................. 4

4.2 Assessment Details .............................................. 5

4.3 Assessment Format ............................................... 7

4.4 Assignment Submission Procedure ........................... 7

4.5 Late Submission .................................................. 7

5. COURSE RESOURCES ................................................ 8

6. COURSE EVALUATION AND DEVELOPMENT ................. 8

7. COURSE SCHEDULE ................................................ 9

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

8. PROGRAM LEARNING GOALS AND OUTCOMES ............... 10

9. ACADEMIC HONESTY AND PLAGIARISM ...................... 11

10. STUDENT RESPONSIBILITIES AND CONDUCT .............. 11

   10.1 Workload ...................................................... 11

   10.2 Attendance .................................................... 11

   10.3 General Conduct and Behaviour ........................... 12

   10.4 Health and Safety .......................................... 12

   10.5 Keeping Informed ............................................ 12

11. SPECIAL CONSIDERATION ........................................ 12

12. STUDENT RESOURCES AND SUPPORT .......................... 13
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Associate Prof. Nitika Garg
Room: Quad 3022
☎: 02-9385-3387
✉: n.garg@unsw.edu.au
Consultation: Thursdays 9:15 –10:30 am or by appointment

Tutor: Chi Pham
✉: chi.pham@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 13, Public holiday in Week 8): Mondays, 6 - 9 pm in Central Lecture Block 3.

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

2.3 Summary of Course
Consumer Behaviour (MARK5800) is a disciplinary core subject offered under the Master of Commerce program. To make viable marketing decisions an organization needs to understand its customers, potential customers and how their characteristics and the market environment affect the choice of appropriate marketing strategies for the firm. Students who complete this course will have a good understanding of how and why consumers purchase products, especially in the fast moving goods arena, and the forces that can affect their decision and consequently, the performance of market offerings. Although the course is designed primarily with a marketing focus, it may be of interest to students seeking a major in other disciplines (e.g., economics, management, accounting, or finance) who have a particular interest in consumer behaviour and marketing.

2.4 Course Aims and Relationship to Other Courses
The aim of MARK5800 course is to develop an appreciation and understanding of the various aspects of consumer behaviour and how it impacts marketing. Understanding consumer behaviour is an important part of effective marketing. The course aims at helping marketing students understand the basic driving force behind all marketing functions, ranging from determining consumer needs to ensuring customer satisfaction and maintaining loyalty. The aim is to prepare you for a future role as marketing managers, consultants or advisors. You should, at the end of the course, have the ability to identify real world marketing problems and applying your knowledge of consumer behaviour in the business context.

Consumer Behaviour (MARK5800) serves as a foundation for all other marketing courses in the Master of Commerce program. The course is structured to offer a broad range of marketing concepts, starting with the review of basics of marketing and consumer behaviour, but quickly moving on to more advanced consumer behaviour concepts. Hence, the course caters for all students, including those new to marketing and those with prior marketing knowledge or background.
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. By the end of the course you should be able to:

1. Develop skills in scholarly enquiry:
   a. Appreciate how consumer behaviour research is conducted and translated into practical knowledge.
   b. Develop independent secondary and primary research skills for collection, analysis, and critical evaluation of information.
2. Articulate major concepts and research in specific marketing, economic, and psychology areas which have relevance to consumer behaviour.
3. Think critically, independently, and creatively about consumer behaviour concepts and application.
4. Apply these concepts to practical situation and developing effective marketing strategies.
5. Discuss examples of how marketers use their knowledge of consumer behaviour in marketing strategies and to critically evaluate the applications evident in current practice.
6. Have improved written (including academic referencing) and oral communication skills so that you can communicate your personal viewpoints competently and confidently.
7. Develop appreciation for ethical practices and social responsibility in application of consumer behaviour concepts.
8. Work efficiently and effectively in a teamwork environment to achieve specific outcomes.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

### Business Postgraduate Coursework Program Learning Goals and Outcomes

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

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

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

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

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

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

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be practised in class and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to achieve the following learning goals for all postgraduate coursework students:</strong></td>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td>1</td>
<td>Knowledge</td>
<td>1, 2, 3, 7</td>
</tr>
<tr>
<td>2</td>
<td>Critical thinking and problem solving</td>
<td>1, 3, 4, 5</td>
</tr>
<tr>
<td>3a</td>
<td>Written communication</td>
<td>6</td>
</tr>
<tr>
<td>3b</td>
<td>Oral communication</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>8</td>
</tr>
<tr>
<td>5a.</td>
<td>Ethical, environmental and sustainability responsibility</td>
<td>Not specifically addressed in this course.</td>
</tr>
<tr>
<td>5b.</td>
<td>Social and cultural awareness</td>
<td>2, 5, 7</td>
</tr>
</tbody>
</table>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

‘Consumer Behaviour’ course is designed to challenge you, encourage you to think for yourselves, and take responsibility for your own learning. The course is delivered in a seminar form, where mutual discussion, analysis and application of key concepts, and
recent research findings are crucial to development of a deeper understanding of consumer behaviour. Thus, emphasis is placed on active learning during discussions and application tasks. The primary aim of my presentations is to introduce you to the theory and concepts of consumer behaviour in an involving and stimulating environment. Use of video, audio, examples and lecture activities is made in that respect. Class activities on the other hand encourage active learning via mutual discussion, active peer learning, and practical application of key concepts to marketing problems.

To obtain full benefits from this course, I suggest you extend yourself beyond your comfort zone. That means pro-actively participate in the discussions, class activities and the lectures.

3.2 Learning Activities and Teaching Strategies
This course will be delivered through a mix of formal lectures, exercises, along with individual and group activities.

Lectures:
- In the lecture, I will be outlining the main theoretical concepts in consumer behaviour. The engagement/involvement with the course concepts will be enhanced by video examples, activities, hands-on project, and discussions. These will also focus on the ethical implications and social responsibility involved in applying consumer behaviour concepts in the marketplace. Short lecture activities/ real-life examples will help engage you in active elaboration and creative thinking about the course concepts.

Class Activities:
- Class activities are an important component of the course. Each activity period aims to apply the concepts learned in the lectures to real-life issues/ situations, and to encourage active peer learning.

Discussion during class is encouraged because it leads to deeper understanding of concepts and issues in marketing management. These discussions are important because they reinforce the course concepts introduced during the lectures and emphasize deep rather than surface understanding.

4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below); and
- achieve at least 50% in the individual components of the course (see below).

If you do not pass the final exam, an individual component, then you will receive a UF grade.
### 4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Course Learning Outcomes assessed</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class &amp; Out-of-class Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 3 Quizzes</td>
<td>12%</td>
<td>1,2,3,5</td>
<td></td>
<td>On-going (refer to the</td>
</tr>
<tr>
<td>- Other activities</td>
<td>6%</td>
<td></td>
<td></td>
<td>course schedule for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>details)</td>
</tr>
<tr>
<td>Group Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Presentation</td>
<td>12%</td>
<td>1,3,4,6,7,8</td>
<td>-15 minutes</td>
<td>30th May 2016</td>
</tr>
<tr>
<td>- Report</td>
<td>22%</td>
<td></td>
<td>- N.A.</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>45%</td>
<td>2,3,5,6</td>
<td>3 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Research participation</td>
<td>3%</td>
<td>1,7</td>
<td>2 hours</td>
<td>TBA</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information about these assessments is provided below and more detail will be provided via separate hand-outs and postings on Moodle.

**Individual Work:**

**In-class and Out-of-class Activities (18%)**

These serve as an indicator of your engagement in the learning process and your understanding of the course material. These activities will be completed on an individual basis. For some activities, you may be asked to complete work out-of-class for classroom discussion whereas others will be completed in class. There will be three quizzes worth 12% and two other activities worth 6%, for a total of 5 activities throughout the session. **For the quizzes, best 2 out of the 3 scores will be counted. As such, no make-up will be allowed for a missed activity. Please see the course schedule below for the dates.** Below are some more details about the part components involved:

- **Three quizzes** which will be held during the activity period to give you regular feedback regarding your understanding and mastery of the course material. Details on the format of the quiz will be provided in advance of the test.

- **Two remaining in-class/out-class activities** will require you to hand in a TYPED 1-2 pages long write-up during activity period and discuss your response in-class. For details, please see the course schedule. Hand-written and/ or late submissions will not be accepted.

**Final Exam (45%)**

I will advise you on the structure of the final exam in the second half of the semester. The provisional exam timetable does not come out before the last couple of weeks of the session; hence we will not know the date and the location of the final exam before then.

**Research Participation (3%)**

**Appreciation of marketing research**

The faculty at the UNSW School of Marketing, in addition to their teaching interests, is actively engaged in pursuing original research interests that push the boundaries of the
Marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives. The established findings of academic research are the core basis of teaching and knowledge dissemination at the University. Being part of the university culture, students are encouraged to explore the research environment at UNSW and experience the process of knowledge generation by participating in faculty administered research projects.

You will have a choice of participating in two faculty run research projects when such projects becomes available. Available research projects will be announced in class. If you decide to participate you will receive 3% credit in the course as incentive for taking part in the research projects. Participation in the faculty administered research projects is encouraged, but is not compulsory. If you decide not to participate in the research project you will hand in a review of one academic article that relates to the course (to be assigned by the lecturer). The article review should critically discuss the main findings and arguments put forward in the article.

**Group Work:**

**Project (34%)**

**Critical and creative thinking**

There will be an end-term group project intended to illustrate important concepts and procedures. It will give you hands-on experience in using the theoretical concepts you learn in class in the current business environment. You will form groups of 5 (some groups might be up to 6) individuals at the beginning of the term. The project will require you to imagine that you have just been hired by a marketing consulting firm headquartered in Sydney. The firm specialises in consumer research and for your first project, you have been asked to provide consulting services regarding a client’s fast moving consumer good category (e.g., soda beverage, toothpaste, shampoo etc.).

You should choose your brand/product category as soon as possible and hand it in class in week 7 (when it is due and will be approved). If more than one group chooses the same brand/product category for their project, it will be awarded to the group that approached first and the second team will need to use an alternative. **Briefing documents with complete details will be provided on Moodle.** Project report will be due in class on May 30th. Below are some more details:

**Presentation** will require you to imagine that you are presenting your findings and recommendations to the client. On the due date of May 30th, you will make a brief Powerpoint presentation (12-15 minutes). Your presentation should be concise and must reflect the concepts learnt in class. It should also clearly outline the consumer behaviour issues you found, what the data indicates, and your recommendations to the brand. Practice before actually presenting in class. It helps! **You need to submit a hardcopy of the presentation slides on the day your group presents.**

**Final report** should be a distillation of your research and analysis, taking no more than 5 pages (single-sided, 12-point font, 1.5-spaced; not including appendices). A printed copy of your written report should be handed in at the start of the class on May 30th, accompanied by a signed Assignment Cover Sheet (SOM cover sheet available at: https://www.business.unsw.edu.au/About-Site/Schools-Site/marketing-site/Documents/Group%20assignment%20coversheet.pdf)
Please attach required appendices including copy of the survey, worksheet with data, sample calculations (more details will be provided with the project description). In addition, you will be required to submit a copy of your report through Turnitin via Moodle. Only one person should submit on behalf of their group and it must be uploaded before 6 pm on May 31st. Excessive use of non-original work will result in penalties. Paraphrase completely and reference every source (see Part B for details).

**Tips for Group Work**

Past experience has shown that effective groups are those that are able to:
- meet regularly;
- develop and follow a work plan;
- divide the work according to each member's strengths, and as evenly as possible;
- encourage open communication, participation and the sharing of ideas; and
- have fun!

**Note:** Group work is assessed according to performance on the grading criteria provided on Moodle.

### 4.3 Assessment Format

Assignments must include a cover sheet. Each assignment length excludes appendices and references. However, all appendices must be relevant to the assignment and clearly referenced in the main body of the assignment. Each assignment should have a title page with each group members’ name (if it is a group work submission) and student number. Sub-headings and a table of contents are welcomed.

**Additional Reading**

Extra readings are also encouraged. I want evidence that you have thought about, researched and analysed each of the topics. The higher pedagogical goals of demonstrated understanding and insight will guide assessment of the assignments. This means that you must infuse your own ideas and construct own arguments, rather than simply repeat what you read in the articles, books, or the lecture notes.

### 4.4 Assignment Submission Procedure

Assignments are to be submitted on the due date in class (penalties apply for late submission).

### 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. For the group presentations, if a group member is absent, the group will proceed without the group member. Absent students will receive a zero for the presentation.
Quality Assurance

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

5 COURSE RESOURCES

- The website is on Moodle at:  http://moodle.telt.unsw.edu.au
- The textbook:
- Additional useful textbook readings:
- Additional materials provided on the course website

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. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students. Your feedback is valuable and has a real impact on the course improvement. The inclusion of active peer learning, audio and video clips, and class exercises in large group settings is a direct result of the feedback provided by students in the past years.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Readings</th>
<th>Tutorial Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 February</td>
<td><strong>Introduction &amp; Review of key concepts:</strong> Consumer Behaviour &amp; Marketing Strategy Introduction to Decision Process</td>
<td>Course Outline Ch. 1(^1) Ch. 3</td>
<td>No Activity</td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td><strong>Decision Process:</strong> Problem Recognition, Information Search</td>
<td>Ch. 3, Ch. 4</td>
<td>Admin (Getting to know each other)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due Out-of-Class Activity:</strong> Details on Moodle</td>
<td></td>
<td>Discussion (Project basics)</td>
</tr>
<tr>
<td>3</td>
<td>14 March</td>
<td><strong>Decision Process:</strong> Information Search, Alternative Evaluation &amp; Selection</td>
<td>Ch. 4, Ch. 5</td>
<td>Due in-class Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Admin (Groups)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>21 March</td>
<td><strong>Decision Process:</strong> Alternative Evaluation, Purchase</td>
<td>Ch. 5, Ch. 6</td>
<td>Due in-class Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Admin (Brand selection)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4 April</td>
<td><strong>Decision Process:</strong> Purchase</td>
<td>Ch. 6</td>
<td>Group Project Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Internal Influences:</strong> Attitudes</td>
<td></td>
<td>(No Class Activity)</td>
</tr>
<tr>
<td>6</td>
<td>11 April</td>
<td><strong>Internal Influences:</strong> Attitudes</td>
<td>Ch. 11</td>
<td>Due In-class Activity: Details on Moodle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion (Project Survey Template)</td>
</tr>
<tr>
<td>7</td>
<td>18 April</td>
<td><strong>Internal Influences:</strong> Perception</td>
<td>Ch. 8</td>
<td>Due in-class Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Admin (Brand selection)</td>
</tr>
<tr>
<td>8</td>
<td>25 April</td>
<td></td>
<td></td>
<td>No Class: Anzac Day Public Holiday</td>
</tr>
<tr>
<td>9</td>
<td>2 May</td>
<td><strong>Internal Influences:</strong> Learning &amp; Memory, Motivation</td>
<td>Ch. 9, Ch. 10</td>
<td>Due: Project Survey Draft Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Project Surveys)</td>
</tr>
<tr>
<td>10</td>
<td>9 May</td>
<td><strong>External Influences:</strong> Australian Demographics, Households, Families</td>
<td>Ch. 12, Ch. 13</td>
<td>Group Project Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(No Class Activity)</td>
</tr>
<tr>
<td>11</td>
<td>16 May</td>
<td><strong>External Influences:</strong> Group Influence, Culture</td>
<td>Ch. 14, Ch. 16</td>
<td>Due: In-class Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion (Project Calculations)</td>
</tr>
<tr>
<td>12</td>
<td>23 May</td>
<td><strong>Catch-up/ Wrap-up</strong></td>
<td></td>
<td>Group Project Work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(No Class Activity)</td>
</tr>
<tr>
<td>13</td>
<td>30 May</td>
<td></td>
<td></td>
<td>Due: Project Presentations and Reports</td>
</tr>
</tbody>
</table>

\(^1\) The textbook chapter readings are an indication only. Although we might not be covering all of the concepts in each chapter in class, I suggest that you read all the chapters in the textbook.
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 Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have current disciplinary or interdisciplin ary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td>4. Teamwork: Our graduates will be effective team participants.</td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<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</td>
</tr>
</tbody>
</table>

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.

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, as well as in online activities, 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 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://safety.unsw.edu.au/

10.5 Keeping Informed
You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION
You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration:
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/Final Assessment:
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.

**Special consideration and the Final Exam:**

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 a student attends the regular final exam, the student is extremely unlikely to be granted a supplementary exam. Hence if a student is too ill to perform up to the normal standard in the regular final exam, the student is strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. The student would still need to satisfy the criteria stated above.

**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**
  

- **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