MARK 5811
APPLIED MARKETING RESEARCH
(LEC 001)

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 2
2.5 Student Learning Outcomes 2
3 LEARNING AND TEACHING ACTIVITIES 4
3.1 Approach to Learning and Teaching in the Course 4
3.2 Learning Activities and Teaching Strategies 4
4 ASSESSMENT 5
4.1 Formal Requirements 5
4.2 Assessment Details 5
4.3 Assessment Format 6
4.4 Assignment Submission Procedure 6
4.5 Late Submission 6
5 COURSE RESOURCES 7
6 COURSE EVALUATION AND DEVELOPMENT 7
7 COURSE SCHEDULE 7

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 9

8 PROGRAM LEARNING GOALS AND OUTCOMES 9
9 ACADEMIC HONESTY AND PLAGIARISM 10
10 STUDENT RESPONSIBILITIES AND CONDUCT 10
10.1 Workload 10
10.2 Attendance 10
10.3 General Conduct and Behaviour 11
10.4 Health and Safety 11
10.5 Keeping Informed 11
11 SPECIAL CONSIDERATION 11
12 STUDENT RESOURCES AND SUPPORT 12
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Rahul Govind
Room 3012 Quad
Phone No: 9385 1284
Email: r.govind@unsw.edu.au
Consultation Times – Monday 4-5 (or by appointment)

If you need to meet with the lecturer in charge outside consultation hours, please call and make an appointment. Alternatively feel free to email me and I will attempt to get back to you within 24-48 hours. Again, I will attempt to address all enquiries within 24-48 hours. When contacting me, please use a UNSW email address. I will not respond to outside emails (e.g., gmail, yahoo, hotmail, etc.), as I need to make sure they originate from students enrolled at UNSW and in my course.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1: The Time and Location are: Business school Building Room G21. Thursday 6-9pm.

There are eleven (11) group computer sessions that are conducted during class timings, and are designed to familiarize you with SPSS and facilitate data analysis for the course project. It is mandatory that all students attend the computer sessions, as both individual and group assessments will be performed in the tutorials. It is a course requirement that all students attend a minimum of 80% of the classes/ computer sessions to pass this component of the course.

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

2.3 Summary of Course
Surveys, questionnaires, telephone interviews, the census. We have all taken part in some kind of “research” at some time or other. However, many people do not have an understanding of what comprises “true” market research. How should a market research project be set up? Are there other ways to collect data than through questionnaires? How should the data be analysed and presented? When and why should market research be conducted? These are questions that will be discussed in this course.

Marketing Research aims to present an overview of the field of market research. The emphasis will be upon research for marketing managers and as such will pay particular attention to the role of research in management decision making. The course looks at each stage of the research process – from problem definition, to research design, to design implementation, to data analysis, to reporting of results. Both qualitative and quantitative research methods are discussed.

In order to gain a deeper understanding of what is involved in marketing research, the course is conducted through the implementation of a project, whereby students receive
a problem statement from a client to develop a research proposal, design a questionnaire, collect data and analyse and present the findings of the research. There is an assumed knowledge that students are familiar with basic statistical methods, as they will learn how to use statistical software to analyse data and present findings in their final project. It is strongly recommended that students have had at least one course in statistics prior to enrolling into this course.

2.4 Course Aims and Relationship to Other Courses
Prerequisite or Corequisite for this course is MARK5800 or MARK5801 or MARK5813.

Further the more general aim is:
• Provide an understanding of the scope and function of marketing research.
• Increase knowledge and skills to help diagnose and measure marketing problems.
• Develop skills related to the analysis of marketing data, in particular use of SPSS.

Students should emerge from this course as knowledgeable business managers, capable of formulating research questions, collecting and analyzing data, and presenting managerially relevant results. Students will learn a great about marketing research and will be able to apply their knowledge in their personal, disciplinary, and professional endeavors. Ideally, they should gain valuable experience and knowledge and enjoy themselves in the process.

For most businesses, understanding the process involved in systematically collecting information and developing knowledge about the environment and the marketplace is a major key to success. The concept of marketing research is broad in meaning and can be related to all areas of business management where alternatives must be considered and choices made.

Marketing research involves the systematic identification, collection, analysis and dissemination of information undertaken to improve managerial decision making across all areas of marketing. In this course we examine various marketing management concepts and models covered in other marketing courses and consider the research process in collecting information and building knowledge necessary for decision making. Examining the marketing research process for a broad array of marketing management decisions further complements the wider array of subjects taught in the MCom, marketing specialization, and the MCom in general. This course is mandatory for students enrolled in a MCOM (Marketing) Degree.

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 postgraduate coursework students in the 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’).
For more information on the Postgraduate Coursework. Program Learning Goals and Outcomes, see Part B of the course outline.

**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.

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

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><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 Knowledge</td>
<td>1. Describe the steps in the marketing research process</td>
<td>• Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Final Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>2. Develop an appropriate approach to a marketing research problem</td>
<td>• Project</td>
</tr>
<tr>
<td></td>
<td>3. Evaluate research methodologies and their appropriateness in addressing</td>
<td>• Computer Sessions (Individual Exercises)</td>
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</tbody>
</table>
4. Identify options available to researchers for collecting and analysing marketing research data
5. Apply various statistical techniques using SPSS in analysing relationships among marketing variables

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<tbody>
<tr>
<td>3a</td>
<td>Written communication</td>
</tr>
<tr>
<td>3b</td>
<td>Oral communication</td>
</tr>
<tr>
<td>4</td>
<td>Teamwork</td>
</tr>
<tr>
<td>5a.</td>
<td>Ethical, social and environmental responsibility</td>
</tr>
<tr>
<td>5b.</td>
<td>Social and cultural awareness</td>
</tr>
</tbody>
</table>

3) LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course will involve not only lecture and reading material, but will draw upon the experience of both students and teaching staff to provide practical examples of research models and concepts. This will be achieved by engaging students in classroom discussion, as well guiding students through the marketing research process by collecting, analysing and interpreting data collected in field research. Students will begin by establishing research questions, and then will proceed to collect and analyze data to address specific research questions. Teaching staff will provide training in how to use the latest statistical software (e.g., SPSS), and students will analyse data using sophisticated multivariate data analysis techniques. Finally, students will be advised on writing up their research results in a managerially-relevant context, culminating in the completion of a formal marketing research report.

3.2 Learning Activities and Teaching Strategies

This course will be conducted on a discussion and lecture basis and will have a guest lecturer and or client present in class. Importantly it will draw upon the experience of both students and lecturer, via classroom discussion, to provide relevance via real world examples of concepts and models. Finally, the major project, a marketing research report, will allow students to draw on their acquired research and analytical skills, to see how the various marketing concepts and theories can be applied to field research data. It is your responsibility to study the reading assignments prior to class in order that you may contribute, participate intelligently and thus gain maximum value from the course.

- The lectures will primarily summarize and synthesize the key points in the chapters and readings and to explain and/or elaborate upon the more difficult principles. Furthermore, the lectures will be used to provide real world examples and managerial implications of theories, concepts and models.
4 ASSESSMENT

4.1 Formal Requirements
In order to pass this course, you must:
• gain at least 50% in overall (composite) in individual assessment tasks (including finals)
• achieve a composite mark of at least 50%; and
• gain at least 50% of the allocated marks in the final exam.

4.2 Assessment Details
Course Assessment:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Sessions (Individual Exercises)</td>
<td>30%</td>
<td>2 hours</td>
<td>Ongoing (At least one to be held before Week 6)</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage 1</td>
<td>10%</td>
<td>Stage 1:</td>
<td>Week 6</td>
</tr>
<tr>
<td>Stage 2</td>
<td>20%</td>
<td>Stage 2:</td>
<td>Week 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 pgs (excl appendices)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 pgs (excl appendices)</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
<td>3 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

Computer Sessions (Individual Exercises)
Exercises will be given to help students with data analysis techniques using of SPSS, and will focus on the analysis of project data. These exercises will be completed and turned in during the computer sessions. There will be 3 exercises with the first one being held on or before week 6.

Project
The project, to be done in groups of 5-6 people, will involve the investigation and analysis of a marketing research problem. A project is undertaken since it provides an opportunity for the students to “put into practice” what has been discussed in class, as well as gaining first-hand experience of providing research for a client. The marking criteria will be discussed in class in week 1. There will be two stages to the project:

Stage 1: Worth 10% Due Week 6 (in your lecture time)
This stage will include: Cover letter to client, executive summary, introduction, background to the problem (incl. secondary research), market research objectives,
research design (rationale and methodology), fieldwork/data collection and data analysis. The proposal will also include the development of a questionnaire.

Stage 2: Worth 20% Due Week 13 (by 6 p.m.)
This stage will incorporate stage 1 material, and will also cover analysis of the data collected from the questionnaire and writing a report detailing the findings. An assessment sheet for the Stage 2 report will be available on the Moodle site for your review. Stage 2 reports must incorporate the areas specified in the assessment criteria. A project brief will be handed out and discussed in class in week 1. Project groups will also be formed in week 1, so it is essential that you attend class in week 1.

Final Exam
The final exam will take place in the formal examination period at the end of the session. It will be a 3-hour, closed book exam. It will draw on work covered in lectures, discussions, computer sessions, and the project. The structure of the exam will be a combination of multiple choice, essay and short answer questions, and data analysis interpretations. Details on specific topics on the exam will be discussed in the last weeks of the session.

Group Contribution
Each member of the group is expected to contribute equally to the completion of the report. A peer evaluation form will be available on the Moodle site. Students are expected to complete this form and submit it to the lecturer at the time of submission of the Stage 2 report. The lecturer reserves the right to adjust group member’s marks on the basis of any discrepancies in contribution arising from this feedback.

4.3 Assessment Format
Stage 1 report should be no more than 15 typed pages, 1.5 spacing, 12pt font, not including appendices. Stage 2 report should be no more than 15 typed pages, 1.5 spacing, 12pt font, not including appendices.

4.4 Assignment Submission Procedure
Assignments are to be handed in to the lecturer in charge in class on the due date. A coversheet is required to be attached to all work submitted. Coversheets for individual and group assignments can be found on the School of Marketing website:

4.5 Late Submission
Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

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

Recommended Textbooks:

   OR


Framework slides from the lectures will be uploaded on Moodle at: http://moodle.telt.unsw.edu.au

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.

For example, based on student feedback regarding allocation for course assessments, we have adjusted the weights of assessments, placing greater emphasis on the course project (where more time is spent) and less emphasis on individual assignments. Additionally, we have integrated specific cases and materials focusing on projects and cases with ‘real’ companies, with the end-product being an entry plan that the company could implement in its long-term strategy. We use constructive feedback throughout the course, with the end goal to engage in continuous improvement of this course during the semester as well as for the preceding year in which the course is taught.

7 COURSE SCHEDULE

The following is a guideline of the course schedule. The contents will be flexible to allow for deep understanding and group learning. Also note that EACH session except for the first will test and push your abilities towards results that are managerially applicable.

In addition, the survey that you will be creating will evolve through the entire semester (even after data collection) so that you can retrospect and evaluate the deficiencies of your first effort.

<table>
<thead>
<tr>
<th>LECTURE SCHEDULE</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
</tr>
<tr>
<td>Week 1</td>
</tr>
<tr>
<td>March 3</td>
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<td></td>
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</tbody>
</table>
| Week 2  | March 10 | Understanding the data set; graphing.  
|        |         | Introduction to SPSS  
|        |         | Means, standard deviation, frequency, Crosstabs and chi-square.  
|        |         | What questions should be asked in a questionnaire?  
|        |         | Data Entry |
| Week 3  | March 17 | Basic Qualitative Analysis  
|        |         | Focus Groups  
|        |         | Understanding the Target Market  
|        |         | T-tests - one sample case  
|        |         | Describing the data  
|        |         | Basic t-tests |
| Week 4  | March 24 | T-tests - various types of 2 sample cases  
|        |         | Creating a questionnaire  
|        |         | Online survey design  
|        |         | In-class tutorial (not marked) |

Mid-semester break: Friday 25 March – Saturday 2 April inclusive

| Week 5  | April 7  | Examining groups: ANOVA  
|         |         | Fieldwork and data preparation  
|         |         | Advanced t-tests and ANOVAs |
| Week 6  | April 14 | Examining Multiple Groups: Repeated Measures ANOVA  
|         |         | In-class exercise |
| Week 7  | April 21 | Exploring Relationships: Regression  
|         |         | Basic Regression  
|         |         | In-class tutorial (not marked) |
| Week 8  | April 28 | Exploring Relationships: Regression  
|         |         | Multiple Regression  
|         |         | Regression exercises |
| Week 9  | May 5    | Exploring Relationships: Regression  
|         |         | Dummies: unconstrained vs. constrained and why they are needed  
|         |         | In-class tutorial (not marked) |
| Week 10 | May 12   | Basic Data Reduction: Factor Analysis  
|         |         | How to reduce variables to constructs  
|         |         | In-class exercise |
| Week 11 | May 19   | Understanding Customers: Conjoint Analysis  
|         |         | In-class tutorial (not marked) |
| Week 12 | May 26   | Data Visualization  
|         |         | In-class exercise |
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>
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<td>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
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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</td>
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</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 website. 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](mailto: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](mailto: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