MARK 5811
APPLIED MARKETING RESEARCH

Course Outline
Semester 1, 2015

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Part B: Key Policies, Student Responsibilities and Support
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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 G21.
Thursday 6-9pm

There are eleven (11) labs that are conducted in the computer laboratories, and are designed to familiarize you with SPSS and facilitate data analysis for the course project. It is mandatory that all students attend labs, 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/labs 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 ‘live’ 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

A prerequisite for this course is MARK5800/5801/5813.

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.

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**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>This course helps you to achieve the following learning goals for all postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | 1. Describe the steps in the marketing research process | • Project  
• Final Exam |
| 2 Critical thinking and problem solving | 2. Develop an appropriate approach to a marketing research problem  
3. Evaluate research methodologies and their appropriateness in addressing particular marketing problems  
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 | • Project  
• Computer Lab (individual Exercises)  
• Final Exam |
<p>| 3a Written communication | 6. Write up research results and complete the process of report preparation. | • Project |
| 3b Oral communication | Not specifically addressed | • Part of tutorial participation mark (Indv. Exercises) but not separately |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Teamwork</td>
<td>7. Apply personal and interpersonal skills appropriate to being an effective member of a marketing research team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not specifically assessed</td>
</tr>
<tr>
<td>5a</td>
<td>Ethical, social and environmental responsibility</td>
<td>8. Identify options available to researchers for collecting and analysing marketing research data</td>
</tr>
</tbody>
</table>
|   |   | • Final Exam  
|   |   | • Project |
| 5b | Social and cultural awareness | Not specifically addressed |
|   |   | • Not specifically assessed |

### 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. Computer laboratory sessions will also be used so that students have an opportunity to develop analytical skills and improve their research skills by examining relationships among marketing variables. 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.
- The computer laboratory sessions will primarily be used to develop analytical skills necessary to examine data relationships for the final marketing research report.

### 4 ASSESSMENT

#### 4.1 Formal Requirements

In order to pass this course, you must:
- gain at least 50% in overall 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>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: 15 pgs (excl appendices)</td>
<td>Week 6</td>
</tr>
<tr>
<td>Stage 2</td>
<td>20%</td>
<td>Stage 2: 15 pgs (excl appendices)</td>
<td>Week 13</td>
</tr>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 laboratory 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.

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 labs. 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 4-5 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. 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 (in your lecture time)
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. A client will forward the brief in week 2.

**Group Contribution**
Each member of the group is expected to contribute equally to the completion of the report. A peer evaluation form is 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: https://www.business.unsw.edu.au/About-Site/Schools-Site/marketing-site/Documents/Assignment%20Cover%20Sheet.pdf

**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.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 2 March</td>
<td>Introduction to Market Res. Management Dec. and Mkt Res. Process Project Teams formed</td>
<td>Reading: Malhotra Ch 1 Research Brief handed out</td>
</tr>
<tr>
<td>Week 2 9 March</td>
<td>Project Briefing marketing research problem and objectives Market Research Design Intro to SPSS</td>
<td>Reading: Malhotra Ch 2 and 3</td>
</tr>
<tr>
<td>Week 3 16 March</td>
<td>Exploratory Research Design - Secondary Traditional, electronic, and Internet Data handling in SPSS</td>
<td>Reading: Malhotra Ch 4</td>
</tr>
<tr>
<td>Week 4 23 March</td>
<td>Exploratory Research Design -Qualitative Basic SPSS tests</td>
<td>Reading: Malhotra Ch 5</td>
</tr>
<tr>
<td>Week 5 30 March</td>
<td>Descriptive Research Design –Survey Question. design, measurement &amp; scaling Importing SPSS Data</td>
<td>Reading: Malhotra Ch 6 Reading: Malhotra Ch 8 Reading: Malhotra Ch 9</td>
</tr>
<tr>
<td>Week 6 13 April</td>
<td>Questionnaire and Form Design Sampling Design SPSS: Entering Data into SPSS</td>
<td>Reading: Malhotra Ch 10 Reading: Malhotra Ch 11 First Stage Of Project Due Data collection</td>
</tr>
<tr>
<td>Week 7 20 April</td>
<td>Fieldwork Field work and data preparation</td>
<td>Reading: Malhotra Ch 13</td>
</tr>
<tr>
<td>Week 8 27 April</td>
<td>Data preparation Creating files, variable preparation, etc SPSS: Defining the variables</td>
<td>Reading: Malhotra Ch 14</td>
</tr>
<tr>
<td>Week 9 4 May</td>
<td>SPSS – Describing the Data Using SPSS to display data SPSS: Cross-tabs, Means testing, ANOVA</td>
<td>Reading: Malhotra Ch 15</td>
</tr>
<tr>
<td>Week 10 11 May</td>
<td>SPSS – Basic Analysis Techniques SPSS: Regression</td>
<td>Reading: Malhotra Ch 15</td>
</tr>
<tr>
<td>Week 11 18 May</td>
<td>SPSS – Testing Group Relationships Using advanced analysis techniques with SPSS: Reducing variables to constructs</td>
<td>Reading: Malhotra Ch 16</td>
</tr>
<tr>
<td>Week 12 25 May</td>
<td>Revision</td>
<td></td>
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</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought 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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<tr>
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</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.

General Information on Special Consideration for Undergraduate and Postgraduate 
courses:

1. All applications for special consideration must be lodged online through myUNSW 
within 3 working days of the assessment (Log into myUNSW and go to My 
Student Profile tab > My Student Services > Online Services > Special 
Consideration). You will then need to submit the originals or certified copies of your 
completed Professional Authority form (pdf - download here) and other supporting 
documentation to Student Central. For more information, please study carefully in 
advance the instructions and conditions at: 
https://student.unsw.edu.au/special-
consideration

2. Please note that documentation may be checked for authenticity and the submission 
of false documentation will be treated as academic misconduct. The School may ask 
to see the original or certified copy.

3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be 
automatically notified when you lodge an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge (or by the 
Faculty Panel in the case of UG final exam special considerations), not by tutors.

5. Applying for special consideration does not automatically mean that you will be 
granted a supplementary exam or other concession.

6. Special consideration requests do not allow lecturers-in-charge to award students

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 
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.

- **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