MARK5812
Distribution Strategy, Retail Channels, and Logistics

Course Outline
Semester 1, 2014

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Dr Jack Cadeaux
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Email: j.cadeaux@unsw.edu.au
Consultation Times – Tuesdays and Thursday 11am-12 noon (or by appointment)

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

2 COURSE DETAILS

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

Tuesdays 1pm-4pm, Room CLB 4

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
This course presents an integrated approach to distribution strategy, retail channel management, and selected aspects of logistics. Distribution involves the creation of product and service availability through marketing channels, retailing involves the management and marketing of assortments of merchandise for direct sale to the
consumer, and logistics involves the creation of targeted levels of customer service through the distribution system. Students will focus on the distribution activities involved in getting consumer and business goods and services to market as well as consider a) some unique characteristics associated with the retail marketing of merchandise assortments and b) selected strategic aspects of logistics as a marketing tool. In marketing management, quality products and good promotion efforts are not enough. Product and service assortments and availability levels must competitively match the wants of target market customers.

2.4 Course Aims and Relationships to Other Courses

This course builds on knowledge of basic marketing concepts and complements this knowledge by developing a deeper understanding of strategic managerial and marketing aspects of distribution, retail channels and logistics. The class consists of informal lectures combined with class discussions of assigned text readings and cases. The purpose of lectures is to present a critical discussion and assessment of assigned text readings supplemented by a presentation of additional conceptual material. While the emphasis in lectures is the presentation of theory, the emphasis of class discussion is the application of this theory in the context of business cases. Lectures and class discussions are not a substitute for reading the assigned text chapters and cases. The teaching strategy is to present a critical overview of conceptual, empirical and case material with an emphasis on theories and findings that are based on research evidence and coherent argument rather than the opinions and views of practitioners, be they successful or not. In pairs, students will develop and submit a formal channel design proposal for an industry or organisation of their choice. The purpose of this assignment (as should be evident from the detailed guidelines given to all students enrolled in this course) is to allow the student to extend and reinforce their understanding of a wide range of conceptual material within a particular business or industry setting (to complement the cross-business and industry approach generally taken in the text and in many of the of lectures and the class discussions of mini-cases). By doing so, this assignment component adds a second dimension to the learning process, that of focused application of concepts and analytic methods. In a number of places, text and lecture presentations will consider formal models for depicting strategies and processes for distribution channel management (such as, for example, service output segmentation analysis or the channel efficiency template). All students should expect to gain some practice in applying such models, when appropriate, in class discussions and the channel design proposal assignment. Students must also expect to prepare formal written assignments in a clear and logical manner. Thus, this course aims not only to develop the student’s critical understanding of a range of substantive strategic marketing phenomena, but also to encourage the student to present their analyses in a logical and convincing manner and to clearly show how their conclusions are based on evidence.

The course MARK5812 is about distribution - one of four key components of the marketing mix. The course links concepts you have studied in other marketing courses that relate to distribution, retail channels, and logistics decisions. We therefore build upon and expand the marketing management concepts and models covered in MARK5700, MARK5800, MARK5801, and other marketing subjects. A study of MARK5812 complements the wider array of subjects taught in the Master of Commerce (with marketing specialisation) and the MCom in general.
2.5 Student Learning Outcomes

In light of the teaching strategies described above and the topics to be covered in the timetable for lectures and class discussions described later in this outline as well as the required readings and assignments, the expected learning outcomes of this course are as follows:

1. To develop a mature and critical understanding of concepts, theories, and evidence for effective distribution channel management from a marketing perspective.

2. To understand the components of channel design and to develop an ability to assess alternative channel designs against channel performance criteria.

3. To gain a basic exposure to logistics management from a strategic marketing as opposed to an operations management perspective.

4. To understand the core retail merchandising functions of category and assortment management in so far as these relate to supplier product and channel management.

5. To gain further specialised experience and to advance professional skills in managerial decision making in a marketing channels and retailing context.

6. To understand the productive function of a marketing distribution system in both developed and developing economies.

7. To understand the public policy constraints in which a marketing distribution system must operate.

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**ASB 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 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 ASB postgraduate coursework students:</strong></td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Develop a mature and critical understanding of concepts, theories, and evidence for effective distribution channel management from a marketing perspective. Gain a basic exposure to logistics management from a strategic marketing as opposed to an operations management perspective. Understand the core retail merchandising functions of category and assortment management in so far as these relate to supplier product and channel management Understand the productive function of a marketing distribution system in both developed and developing economies</td>
<td>• Class Discussion of Concepts and Cases • In-class Essay Exercises</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Understand the components of channel design and to develop an ability to assess alternative channel designs against channel performance criteria. Gain further specialised experience and to advance professional skills in managerial decision making in a marketing channels and retailing context</td>
<td>• Class Discussion of Concepts and Cases • Channel Design Proposal</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Channel Design Proposal</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• Part of class participation mark but not separately assessed.</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Not specifically addressed in this course.</td>
<td></td>
</tr>
</tbody>
</table>
To understand the public policy constraints in which a marketing distribution system must operate.

• Part of class participation mark but not separately assessed.

Not specifically addressed in this course.

3 ASSESSMENT

3.1 Formal Requirements
In order to pass this course, you must:
• achieve a composite mark of at least 50; and
• make a satisfactory attempt at all assessment tasks (see below).

3.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class discussion of conceptual readings, mini-cases, and cases</td>
<td>20%</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>Cooperative or Individual Assignment: Channel Design Proposal</td>
<td>40%</td>
<td>2000 words</td>
<td>At beginning of class in Week 9 (i.e., 1pm 6 May, 2013)</td>
</tr>
<tr>
<td>Important Note: Comprehensive requirements for this assignment are only available from the lecturer and from Moodle for students enrolled in the course or for prospective students planning to enrol in the course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two In-class Essay Exercises</td>
<td>40% (20% each)</td>
<td></td>
<td>Week 6 (8 April)</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td>Week 11 (20 May)</td>
</tr>
</tbody>
</table>
`Maximum size of cooperative team=2, no exceptions. This assignment can be done individually. The assignment will default to an individual assignment if no voluntary team partner is available for any reason including but not limited to reasons such as odd class size, scheduling difficulties, or inability to form or maintain a compatible match. The assignment’s requirements and assessment criteria will be the same regardless of whether done individually or as a team of two.

The two in class essay exercises are each 1-hour open book written papers applying conceptual material to the two major assigned cases covered in the weeks preceding each exercise. These will be in essay format. There will be no multiple choice or short answer questions.

Students are required to not only attend class but to have read and analysed carefully all of the assigned readings, cases, and discussion questions prior to class. Thus, students are expected to participate in class discussion and be able to comment thoughtfully on the material provided.

### Quality Assurance
The ASB is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

### 4 COURSE RESOURCES

#### 4.1 The Core Resources
The prescribed materials for this course are:


- Five major cases available via Moodle under the UNSW ASB licensing agreement with Harvard Business School Press

#### 4.1.1 Other Sources (referred to in lecture)


4.1.2 Journals

Research articles about distribution channels, logistics, and retail marketing can be found in the following journals, to name a few:

- Asia Pacific Journal of Marketing and Logistics
- Decision Sciences
- European Journal of Marketing
- Industrial Marketing Management
- International Journal of Operations and Production Management
- International Journal of Research in Marketing
- International Journal of Retail and Distribution Management
- International Review of Retail, Distribution, and Consumer Research
- Journal of Business and Industrial Marketing
- Journal of Business Logistics
- Journal of Business Research
- Journal of Macromarketing
- Journal of Marketing
- Journal of Marketing Channels
- Journal of Marketing Research
- Journal of Operations Management
- Journal of Retailing
- Journal of the Academy of Marketing Science
- Management Science
- Marketing Letters
- Marketing Science

The following articles referred to in the lectures and/or the timetable are available to download using the library e-journal system:


4.2 Moodle
The Moodle site for this course may include such resources as lecture notes, timetables, updates, and announcements. All five major cases are available to access through Moodle via the licensing agreement between the UNSW ASB and Harvard Business School Press.

5 COURSE EVALUATION AND DEVELOPMENT

In this session this course incorporates a number of changes in response to both student feedback and in light of further reflection and analysis by the lecturer in charge. Specifically, this session the sequence of mini-cases has been re-organised to more closely match the timetable of topics and orientation of the logistics/supply chain topic in relation to the other topics.

6 COURSE SCHEDULE

6.1 MARK 5812 Basic Timetable 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Week Number</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 March</td>
<td>1</td>
<td>Introduction and Overview; Channel Concepts and Distributive Institutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marketing Channel Structure and Functions</td>
</tr>
<tr>
<td>11 March</td>
<td>2</td>
<td>Distribution Service Outputs and Segmentation for Channel Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elements of Channel Design</td>
</tr>
<tr>
<td>18 March</td>
<td>3</td>
<td>Channel Flows and Efficiency</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Channel Gap Analysis</td>
</tr>
<tr>
<td>25 March</td>
<td>4</td>
<td>Channel Power and Channel Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strategic Alliances in Distribution</td>
</tr>
<tr>
<td>Date</td>
<td>Week Number</td>
<td>Topics</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>1 April</td>
<td>5</td>
<td><em>Distribution Intensity and Vertical Restraints</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Direct channels and e-Channels</em></td>
</tr>
<tr>
<td>8 April</td>
<td>6</td>
<td><em>1st In-Class Essay Exercise</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Retail Product Selection, Retail Buying; Category Management, and Retail Assortment Planning</em></td>
</tr>
<tr>
<td>15 April</td>
<td>7</td>
<td><em>Product Management in Channels</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Pricing and Promotion Through Channels</em></td>
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<tr>
<td></td>
<td></td>
<td><strong>Mid-Semester Break</strong></td>
</tr>
<tr>
<td>29 April</td>
<td>8</td>
<td><em>Vertical Integration Decisions in Marketing Channels</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Franchising</em></td>
</tr>
<tr>
<td>6 May</td>
<td>9</td>
<td><em>Presentations of Channel Design Proposals</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Channel Design Proposal assignment due)</em></td>
</tr>
<tr>
<td>13 May</td>
<td>10</td>
<td><em>Logistics and Supply Chains in Channel Management</em></td>
</tr>
<tr>
<td>20 May</td>
<td>11</td>
<td><em>2nd In-Class Essay Exercise</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Policy Constraints for Marketing Channel Strategies</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Channel Strategies for Wholesalers and Retailers</em></td>
</tr>
<tr>
<td>27 May</td>
<td>12</td>
<td><em>Integrative Case and Mini-case Discussion Session</em></td>
</tr>
</tbody>
</table>

**Important Note:** This is only a basic public timetable of topics. The complete timetable including detailed chapter and case readings is only available from the lecturer and from Moodle for students enrolled in the course or for prospective students planning to enrol in the course.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1 PROGRAM LEARNING GOALS AND OUTCOMES

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

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all ASB students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

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<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of</td>
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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.

2 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html as well as the guidelines in the online ELISE and ELISE Plus tutorials for all new UNSW students: http://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html

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

3 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.


3.1 Workload

It is expected that you will spend at least nine to ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your 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.
3.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment.

3.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: https://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

3.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see http://www.ohs.unsw.edu.au/.

3.5 Keeping Informed

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

4 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS

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

General Information on Special Consideration:

1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration). 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 the instructions and conditions at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html.

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will not be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), not by tutors.
5. Applying for special consideration does not automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

5 STUDENT RESOURCES AND SUPPORT

The University and the ASB provide a wide range of support services for students, including:

- **ASB Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching  Click on ‘Student Services’. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room G07, Ground Floor, ASB Building (opposite Student Centre); Ph: 9385 5584; Email: edu@unsw.edu.au  Visit us on Facebook: www.facebook.com/educationdevelopmentunit

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

- **Moodle eLearning Support**: For online help using Moodle, follow the links from www.elearning.unsw.edu.au to UNSW Moodle Support / Support for Students. For technical support, email: itservicecentre@unsw.edu.au; ph: 9385 1333

- **UNSW Learning Centre** (www.lc.unsw.edu.au )  Academic skills support services, including workshops and resources, for all UNSW students.  See website for details.

- **Library training and search support services**:  http://info.library.unsw.edu.au/web/services/services.html

- **IT Service Centre**: Technical support for problems logging in to websites, downloading documents etc.  https://www.it.unsw.edu.au/students/index.html  UNSW Library Annexe (Ground floor)

- **UNSW Counselling and Psychological Services**  (http://www.counselling.unsw.edu.au)  Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.  Office:  Level 2, Quadrangle East Wing; Ph: 9385 5418

- **Student Equity & Disabilities Unit**  (http://www.studentequity.unsw.edu.au)  Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.  Office:  Ground Floor, John Goodsell Building; Ph: 9385 4734