MARK5813
Creativity and Innovation in Marketing

Course Outline
Semester 2, 2015

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

PART A: COURSE-SPECIFIC INFORMATION 1

1 STAFF CONTACT DETAILS 1

2 COURSE DETAILS 1

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

3 LEARNING AND TEACHING ACTIVITIES 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 6
4.3 Assignment Submission Procedure 8
4.4 Late Submission 8

5 COURSE RESOURCES 8

6 COURSE EVALUATION AND DEVELOPMENT 9

7 COURSE SCHEDULE 10

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 11

8 PROGRAM LEARNING GOALS AND OUTCOMES 11

9 ACADEMIC HONESTY AND PLAGIARISM 12

10 STUDENT RESPONSIBILITIES AND CONDUCT 12

10.1 Workload 12
10.2 Attendance 12
10.3 General Conduct and Behaviour 12
10.4 Occupational Health and Safety 13
10.5 Keeping Informed 13

11 SPECIAL CONSIDERATION 13

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

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Kaye Chan
Email: kaye.chan@unsw.edu.au
Consultation Times: Thursday 4-5pm (or by appointment)

It is always best to contact me by e-mail. You should use your UNSW e-mail address in all official contact for this course.

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 12): The Time and Location are:
Thursday 6-9pm in Chemical Sc M11 (ex AppliedSc) (K-F10-M11).

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
The development and commercialisation of new products and services is a core business function for most organisations. The purpose of this course is to develop a solid understanding of new product and service development from a strategic marketing and management perspective.

The topics cover a) the strategic basis for product development including sources and types of innovation, market entry timing, product market structure and competition, disruptive and entrepreneurial innovation, and the development of new services and service bundles; b) marketing research techniques for new product development including user and lead user analysis, conjoint analysis, and pre-market forecasting; and c) the management of the new product development process including collaboration and networks as well as strategies for launching and marketing new products and services.

2.4 Course Aims and Relationship to Other Courses
The aim of this course is to build on the knowledge of basic marketing concepts by developing deeper understand of the importance of new products and services. The topics covered include:
- Each stage of the new product development process and the strategic role marketing has in leading this within an organisation.
- The influence of the consumer, the brand meaning, and the competitive dynamics within the market on the success of a new product or service.
- Research techniques and tools used to assist in the development and evaluation of new products including user and lead user analysis, conjoint analysis, and pre-market forecasting.

The student must have previously completed MARK5700, or MARK5800 as a pre-requisite for this course.
2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

By the completion of this course, you should be able to:
1. Understand the advantages of an aligned brand and product strategy and how it delivers value to the organisation.
2. Understand and anticipate factors that influence the success or failure of a new product or service. In particular, the importance of understanding customer needs in developing new product concepts.
3. Demonstrate a critical understanding of concepts and theories that will assist in the effective management of the new product or service development process.
4. Analyse, forecast and present the market opportunity for a new product or service.
5. Apply various research methodologies, processes and tools a new product manager will use to develop and evaluate new product concepts.
6. Work in groups to achieve appropriate goals in set timeframes.

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.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues. You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td><strong>3. Communication:</strong> 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.</td>
</tr>
<tr>
<td><strong>4. Teamwork:</strong> 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>
</tr>
<tr>
<td><strong>5. Ethical, social and environmental responsibility:</strong> 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.</td>
</tr>
</tbody>
</table>
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 Business 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. Understand the advantages of an aligned brand and product strategy and how it delivers value to the organisation. 2. Understand and anticipate factors that influence the success or failure of a new product or service. In particular, the importance of understanding customer needs in developing new product concepts. | - Quizzes  
- Project  
- Final Exam |
| 2 Critical thinking and problem solving | 3. Demonstrate a critical understanding of concepts and theories that will assist in the effective management of the new product or service development process. 4. Analyse, forecast and present the market opportunity for a new product or service. 5. Apply various research methodologies, processes and tools a new product manager will use to develop and evaluate new product concepts. | - Project  
- Peer Evaluation  
- Final Exam |
| 3a Written communication | 1. Understand the advantages of an aligned brand and product strategy and how it delivers value to the organisation. 2. Understand and anticipate factors that influence the success or failure of a new product or service. In particular, the importance of understanding customer needs in developing new product concepts. 3. Demonstrate a critical understanding of concepts and theories that will assist in the effective management of the new product or service development process. 4. Analyse, forecast and present the market opportunity for a new product or service. 5. Apply various research methodologies, processes and tools a new product manager will use to develop and evaluate new product concepts. | - Project - Individual Report  
- Project - Group Report |
new product manager will use to develop and evaluate new product concepts.

3b  Oral communication  3. Demonstrate a critical understanding of concepts and theories that will assist in the effective management of the new product or service development process.
   • Project - Group Presentation

4  Teamwork  6. Work in groups to achieve appropriate goals in set timeframes.
   • Peer Evaluation

5a. Ethical, social and environmental responsibility  Not specifically addressed in this course.  Not specifically assessed.

5b. Social and cultural awareness  Not specifically addressed in this course.  Not specifically assessed.

3  LEARNING AND TEACHING ACTIVITIES

3.1  Approach to Learning and Teaching in the Course
This course adopts an active, adult-learning approach that values interactive learning and teaching. The foundations of this approach are tailored readings for each topic, combined with students’ experiences. This course will be conducted on a discussion and lecture basis. 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. 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 summarise and synthesise 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 seminars will be primarily used for discussing the application of theories through business cases, practical projects and discussion of assigned readings to help students explore and apply the learned marketing concepts.

3.2  Learning Activities and Teaching Strategies
Each three hour class will contain a lecture-style segment which will primarily summarise and synthesise the key points in the chapters and readings and explain and/or elaborate upon the more difficult principles. Furthermore this time will be used to provide real world examples and managerial implications of theories, concepts and models. The other half of the class will primarily focus on case studies, practical exercises and discussion of assigned readings to reinforce concepts. Class discussions will involve a combination of open discussions and small group activities. Class discussions are designed to supplement the lectures and encourage active learning and will be conducted in a comfortable yet challenging format. Students will be asked to explore and discuss issues, analyse and solve real world marketing problems, and develop successful plans. To maximize the learning experience and enable active and effective learning, students are expected to read all relevant materials beforehand and actively search for and access information regarding the topics discussed. The combination of learning and teaching activities will help students integrate, synthesize, apply and communicate the elements discussed throughout the course.
4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve a composite mark of at least 50; and
- Achieve at least 50% on the final exam; and
- Attend at least 80% of all lectures (as per university regulations).
## 4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz x 2</td>
<td>20%</td>
<td>5-10 MC, &amp; /or 1 or 2 short answer q.s (15- 20 minutes)</td>
<td>Week 4 &amp; 6</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Individual Report</td>
<td>40%</td>
<td>See separate details on Moodle (available Week 1)</td>
<td>2 weeks prior to assigned week (week 5-8)</td>
</tr>
<tr>
<td>- Group Presentation</td>
<td>- 10%</td>
<td></td>
<td>Assigned week (week 7-10)</td>
</tr>
<tr>
<td>- Group Report</td>
<td>- 20%</td>
<td></td>
<td>Week 12 (22 Oct) no later than start of class</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>10%</td>
<td>1-page</td>
<td>Week 7-10 (excluding week of group presentation)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### (1) Quiz (2 x 10%)  
**Aim:** To foster discipline specific knowledge and understanding through assessment of course material (lecture and text basics).

Quizzes will be held in lectures Weeks 4 and 6. They will be closed book and all electronic devices are to be turned off. Quizzes will only be administered in the set time and no alternative assessment will be given.

### (2) Project (40%)

The project has 3 distinct phases:

- Stage 1: individual report (10%)
- Stage 2: group presentation (10%)
- Stage 3: group report (20%)

Comprehensive requirements for this assignment are only available from the lecturer or Moodle for the students enrolled in the course.
Assessing Individual Contributions for Group Report

Group members are required to submit a peer evaluation on the day of their report submission. Each student will evaluate the contributions of their group members (not themselves) on the day of their group report submission using the School of Marketing’s WebPA Peer Assessment on the course Moodle site. 20% of group marks, i.e. [weight of group assessment x .2] of [weight of group assessment] will be adjusted based on the peer assessment results to reflect the contribution of each student to the group presentation.

WebPA is based on a detailed list of evaluation criteria to rate team work skills, an important program learning goal of undergraduate degrees offered by the UNSW Business School. Group members bring different strengths to the teamwork, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student’s contribution score will be the average of the points received from their group members. Adjustments to individual marks will be calculated where an individual student’s peer evaluation score is below 3. A score of 0 results in a downward adjustment of 20%, scores between 1 and 2 in 10-15%, 2-3 in 5-10%.

Ideally, all members of each group will receive the same mark. However, in some cases individuals may be assigned different marks if there are consistently poor evaluations of group member(s). It is therefore in your interest to make your group work effectively to ensure the delivery of high quality output.

To assist in assessing the contribution of each student, brief minutes should be made of each group meeting noting who was assigned what task and if completed. Further, individual group members should keep a journal detailing all the activities undertaken in relation to their project. It is important that each member of the group records their activities and contribution to the project on a regular basis. If there are any complaints about the performance of a group member, the lecturer-in-charge can request that an individual submit their journal. Assessment of group members on participation may also be utilised.

(3) Peer Evaluation (10%)

Each individual will complete a peer evaluation on other group’s presentations in the weeks that they aren’t presenting. A template will be provided a week prior to the first presentation to complete during the presentations.

(4) Final exam (during university exam period, 30%)

The final exam will involve a 2-hour closed book exam. The exam will cover all lecture material, relevant textbook chapters, readings, and case studies. The format of the exam and more information about the exam format will be given in class not later than week 12.
4.3 Assignment Submission Procedure

Please submit your assignments on the due date in class. You are also expected to submit an electronic copy via UNSW Moodle before attending class. All assignments should contain an assignment coversheet available from the UNSW Moodle for this course.

Note: It is your responsibility to keep a written copy of your assignment.

4.4 Late Submission

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

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made to the lecturer prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through a special consideration form online and must contain information that justifies the extension sought.

Quality Assurance

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

5 COURSE RESOURCES

The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

The textbook for this course is:


Required readings:

- All required readings are available electronically on UNSW Moodle.

Recommended journals in alphabetical order:

- European Journal of Marketing
- Harvard Business Review
- International Journal of Research in Marketing
- Journal of Business Research
- Journal of Marketing
- Journal of Marketing Research
- Journal of Product Innovation Management
- Journal of Strategic Marketing
- Journal of the Academy of Marketing Science
- Management Science
- Marketing Science
- Strategic Management Journal

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations and also encourage any comments or suggestions throughout the semester.
# 7 COURSE SCHEDULE

Lectures start in Week 1 and finish in Week 12. Important Note: This is only a basic timetable of topics. The complete timetable including detailed chapter, article, and case readings is available from the lecturer and from Moodle for students enrolled in the course in Week 1.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text readings¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Overview</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>30 July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Industry dynamics: types of innovation.</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>6 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Industry dynamics: product market strategy and competition</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>13 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Creativity – ideas and idea generation: sources of innovation</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>20 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Creativity – lead user approach</td>
<td></td>
</tr>
<tr>
<td>27 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Creativity – design thinking</td>
<td></td>
</tr>
<tr>
<td>3 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Innovation Process: organising</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>10 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Innovation Process: entry timing; collaboration</td>
<td>Chapter 5; 8</td>
</tr>
<tr>
<td>17 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Innovation Process: managing NPD process</td>
<td>Chapter 11; 12</td>
</tr>
<tr>
<td>24 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Innovation Process: market research</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>8 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Innovation Process: deployment strategy</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>15 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Capstone Lecture</td>
<td></td>
</tr>
<tr>
<td>22 October</td>
<td>Exam Q&amp;A</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>NO LECTURES</td>
<td></td>
</tr>
<tr>
<td>29 October</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE NOTE THAT THIS SCHEDULE MIGHT CHANGE.

¹ The textbook chapter readings are an indication only. Additionally readings and resources will be provided on UNSW Moodle no latter than the week prior to the scheduled class.
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.

### 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.
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
1. All applications for special consideration must be lodged online through myUNSW within 3 working days of the assessment (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). The student will then need to submit the originals or certified copies of the completed Professional Authority form (pdf - download here) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: https://student.unsw.edu.au/special-consideration
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Decisions and recommendations are made by lecturers-in-charge in consultation with the program coordinator.
4. Applying for special consideration does not automatically mean that the student will be granted a supplementary exam or other concession.
5. Special consideration requests do not allow lecturers-in-charge to award students additional marks.

Requests for special consideration for Final Exams:
The lecturer-in-charge and the program coordinator will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least 45% in each assignment and meeting the obligation to have attended 80% of classes.

12 STUDENT RESOURCES AND SUPPORT
The University and the Business School provide a wide range of support services for students, including:
• Business School Education Development Unit (EDU)
  https://www.business.unsw.edu.au/students/resources/learning-support
  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
  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. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

• UNSW Learning Centre
  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


• UNSW Counselling and Psychological Services
  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
  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