MARK6100
MARKETING MANAGEMENT:
CONTEMPORARY ANALYTICAL PERSPECTIVES

Course Outline
Semester 1, 2015

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

PART A: COURSE-SPECIFIC INFORMATION
1 STAFF CONTACT DETAILS 2
2 COURSE DETAILS 2
2.1 Teaching Times and Locations 2
2.2 Units of Credit 2
2.3 Summary of Course 2
2.4 Course Aims and Relationship to Other Courses 3
2.5 Student Learning Outcomes 3
3 LEARNING AND TEACHING ACTIVITIES 5
3.1 Approach to Learning and Teaching in the Course 5
3.2 Learning Activities and Teaching Strategies 5
4 ASSESSMENT 6
4.1 Formal Requirements 6
4.2 Assessment Details 6
4.3 Assignment Submission Procedure 9
4.4 Late Submission 10
5 COURSE RESOURCES 10
6 COURSE EVALUATION AND DEVELOPMENT 10
7 COURSE SCHEDULE 11

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT 12
8 PROGRAM LEARNING GOALS AND OUTCOMES 12
9 ACADEMIC HONESTY AND PLAGIARISM 13
10 STUDENT RESPONSIBILITIES AND CONDUCT 13
10.1 Workload 13
10.2 Attendance 13
10.3 General Conduct and Behaviour 14
10.4 Occupational Health and Safety 14
10.5 Keeping Informed 14
11 SPECIAL CONSIDERATION 14
12 STUDENT RESOURCES AND SUPPORT 15
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Course Coordinator: Dr. Dean Wilkie
Email address: d.wilkie@unsw.edu.au
Telephone: 9385 9708
Location: Room 3016 Quad Building
Consultation: Friday 4pm - 5pm

If you wish to contact me outside class and consultation times, please do so by email or phone.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Meeting times and venues for this course are contained in the table below. Please take note as two venues will be used.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>07/03/15</td>
<td>QUAD1043 - Lab. 1</td>
<td>9am - 3pm</td>
</tr>
<tr>
<td>Week 2</td>
<td>14/03/15</td>
<td>QUAD1043 - Lab. 1</td>
<td>9am - 3pm</td>
</tr>
<tr>
<td>Week 2b</td>
<td>TBD</td>
<td>TBD</td>
<td>6pm – 9pm</td>
</tr>
<tr>
<td>Week 3</td>
<td>21/03/15</td>
<td>QUAD1043 - Lab. 1</td>
<td>9am - 4pm</td>
</tr>
<tr>
<td>Week 4</td>
<td>28/03/15</td>
<td>QUAD1043 - Lab. 1</td>
<td>9am - 4pm</td>
</tr>
<tr>
<td>Week 5</td>
<td>18/04/15</td>
<td>QUAD1043 - Lab. 1</td>
<td>9am - 4pm</td>
</tr>
<tr>
<td>Week 6</td>
<td>26/04/15</td>
<td>QUAD1043 - Lab. 1</td>
<td>9am - 3pm</td>
</tr>
</tbody>
</table>

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This very practical course prepares students for the Master of Marketing program by providing knowledge of how marketers can use analytical techniques and models to enhance decision-making within today's business environment.

The course addresses such issues as: The importance of organisations being customer-focused. The role of marketing in the modern organisation and how having an analytical perspective can enhance marketing decision-making. Students are exposed a variety of methods and encouraged to think critically about them. The relevance of analytics in today’s world is explored through extensive use of cases based on real situations, and hands-on application of a selection of popular and useful techniques.
2.4 Course Aims and Relationship to Other Courses
MARK6100 is one of the core courses in the Master of Marketing program. Through exploring a range of contemporary trends in marketing and decision-support applications, the course aims to push the student to understand the skill set needed by today’s professional marketer. As an outcome of understanding the skill set needed, it is hoped that the course will provide guidance for subsequent course selection.

2.5 Student Learning Outcomes
By the end of this course you should be able to:
1. Describe and explain the nature and role of marketing decision-support models
2. Critically reflect upon the way marketing analytics is practiced in organisations
3. Apply a range of analytical techniques that assists marketing decisions
4. Communicate more confidently and effectively with regard to modern methods of analysis and decision-support
5. Work cooperatively in groups, while recognising alternative points of view, to achieve set goals

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 USNW 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.
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>This course helps you to achieve the following learning goals for all undergraduate postgraduate coursework [delete one] 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 | Describe and explain the nature and role of marketing decision-support models | • Case studies  
• Major project |
| | Use presentation and statistical skills to communicate strategic recommendations to case study problems. |
| 2 Critical thinking and problem solving | Use the marketing decision-support models and other available resources (e.g., academic research) to interpret and analyse case studies | • Case studies  
• Major project |
| 3a Written communication | Construct written work which is logically and professionally presented. | • Case study reports |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. | • Not specifically addressed in this course |
| 4 Teamwork | Work collaboratively to complete a task and assist other team members in understanding of material discussed in class. | • Participation assessment |
| 5a Ethical, environmental and sustainability responsibility | Identify and analyse key ethical, environmental or sustainability issues and/or implications of business decisions/practice | • Assignment |
| 5b Social and cultural awareness | Not specifically addressed in this course. | |
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Analytical techniques can often be difficult to understand in the abstract; students need to internalise the information. Therefore students are guided through the techniques and are encouraged to critically question what they have found. This means that students are expected to be proactive in their learning by thoughtfully reading all set readings and completing exercises BEFORE each meeting date. This preparation helps to generate a situation where all members of the class can learn through the questions, comments and discussion of others in the class.

3.2 Learning Activities and Teaching Strategies

The course is designed to develop your analytical skills, therefore it is held in a computer lab to enable hands-on application of various analytical models. The depth and direction of the course will be very much student driven. As the class leader, I am there to guide and help you in discovering the usefulness of the selected models. However, your depth of understanding and appreciation for these models will be determined by how much you are willing to think and question.

At the beginning of each model/module, the underlying premise of the model will be discussed. The depth covered in this lecture-type introduction, in terms of statistical/mathematical bases, will be guided by the prior knowledge and desires of the students. Practical insight into how the model works and the information that may be gained from the output is then acquired by students undertaking a computer tutorial.

Case studies are utilised to enable the student to explore and reflect on the insights gained through applying the models. Student-led presentations and discussions based around the case studies provide the opportunity to further explore the potential insights and issues related to the particular application.

It will be assumed that you have read the relevant reading for the model before coming to class. This will then allow you to ask questions to clarify any issues and being more informed to critically review the application to various cases.
4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must complete all assessment tasks at a satisfactory level (i.e., achieve a minimum mark of 50%). If this level of performance is not achieved in any task a UF will be awarded.

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>1. Group case reports</td>
<td>45% (3 x 15%)</td>
<td>3-4 pages</td>
<td>Throughout course</td>
</tr>
<tr>
<td>2. Major project (Individual)</td>
<td>40%</td>
<td>12 pages (approx.)</td>
<td>5pm Sunday the 3rd of May</td>
</tr>
<tr>
<td>3. Participation</td>
<td>15%</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Note:
- Group members are expected to work in a harmonious and professional manner
- You are reminded to keep a copy of all work submitted for assessment and to keep your returned marked assignments.

1. **Group case reports** (3 reports Weight of 15% each)

Case studies play a very big part in this course, therefore their completion is vital to your learning. They reinforce the practical application of the content of the course and help to develop critical thinking and problem solving skills. Consequently 45% of the final mark for this course will come from case study related work.

All case study work will be done in small groups (4 per group, though size will depend on final course enrolment). Groups will be formed on the 14th of March. The composition of the group is to remain the same for the length of the course. Team members are expected to work in a harmonious and professional manner. ALL members of the group are expected to contribute equally to the reports AND take part in the presentations.

Each group member will receive the same mark unless a case is made in writing as to why this should not be the case. In this situation, the final allocation of marks across group members will be at the discretion of the lecturer in charge.

Three case studies are covered. (Refer to Course Schedule for details and timing). You are required to hand in a written report for each case study. The written reports are to be submitted through the 'Turnitin application on Moodle before 9am on the day the case will be discussed. Reports will NOT be accepted after this time.
The case report should be a thoughtful 3-4 page overview of what was found by applying the appropriate technique/model to the given case situation and the implications of these findings. The content of the report will be guided by the case questions, however the report itself should NOT be written in a question and answer format. A brief introduction should be written to set the scene and to explain what information the report will provide. Though you will need to cover the methodology of your investigation, this should be brief. The emphasis, and therefore the majority of the report, should be on what you found and what this implies for the company and particularly for the issue at hand. Results/output from the analysis should be provided and may be put in an appendix (this is not counted in the page limit).

Broad Marking criteria:
- Correctness and depth of analysis and interpretation
- Logic, clarity and flow of report
- Evidence of thought and logic in the discussion and implications.

2. Major project (Individual)
Weight: 40%

In Week 2 of the course, you will be developing a questionnaire, which will be used to provide a data set for your assignment. The task will be to provide an assessment of the marketplace for the category selected.

The project will consist of three parts
1. Practical demonstration of skills (15%) – You need to demonstrate your skills by applying the techniques learnt throughout the semester on the data set collected.
2. An in-depth assessment of results (15%). This will include a detailed discussion on the consumer; what segments exist, how different types of social networking sites are perceived, what is the ideal platform and finally, your strategic analysis.
3. A summary of the ethical, social, cultural and environmental issues or considerations (10%). You will then be required to provide clear explanation / strong justification for why they are issues and the implications. Remember: you need to identify all key stakeholders and assess the intended or unintended impacts on these stakeholders.

The major project is completed on an individual basis and is due 5pm Sunday the 3rd of May. The report should be approx. 12 pages (excluding executive summary, table of contents, reference list and appendices), one and a half spacing, 12 pt. type, A4 paper, single-sided paper with 2.5cm margins. It should be accompanied by a signed School of Marketing cover page. A copy of this can be found on the Blackboard site for this course.

Copies of the feedback sheets detailing full criteria for the assignment can be found at the end of the course outline.

Submission:
The major project is to be submitted electronically through the Turnitin application on Moodle, on or before the due date (5pm Sunday the 3rd of May).
3. Participation

Class participation
Weight 5%

Active participation is an important component of the Master Marketing program since it is through this that your communication, analysis and critical evaluation skills are developed. It can also expose you to a variety of perspectives on a particular issue. All students are expected to participate in class discussions and activities.

A mark out of 5 will reflect the level of your informed contribution to class activities over the weeks. Simply attending classes regularly is a necessary criterion but, without getting actively involved, it is of little value either to you or your classmates and will gain very few participation marks. Discussion without previous reading or completion of case activities is similarly unhelpful. Therefore, participation will be assessed based on two criteria 1) Participation in class discussions 2) Group interaction

In evaluating class participation, I emphasise the quality of participation. In particular, I will try to assess how your contributions enhance both the content and process of a discussion. For example:

- Do the comments add to our understanding of the issues or is it frivolous — an attempt to get "air time" that day? (i.e., you have only one thing to say and want to say it no matter how irrelevant it is to the on-going discussion).
- Are the comments timely and linked to the comments of others?
- Do the comments move the discussion along by giving a new perspective?
- Are the comments clear and concise, or obscure and rambling?
- Do the comments provide new insights?
- Do the comments reflect a concern for maintaining a constructive and comfortable classroom atmosphere?

In evaluating group interaction, it is firstly anticipated that you will work in a collaborative and harmonious way. Marks will be awarded for group members that assist other members in understanding how to use the software and understand the outputs of the marketing decision-support models. All group members will be asked to provide feedback on the support other team members have provided throughout the course.

Survey participation
Weight 10%

To assist your project and your overall understanding the course, you will be required to participate in a research study. During the semester, you will help collect valuable information that will allow you to segment the market, identify a target, and position a brand in a certain category. This information is invaluable; however the reliability of this information is critical and will depend on two factors; 1) the number of respondents and 2) the accuracy of the individual responses. To manage these two factors, 10 of the participation marks will...
come from completing the surveys. Below is a table that provides guidance as to how marks will be allocated.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>No completed surveys or the results are invalid due to truthfulness of the responses</td>
<td>0</td>
</tr>
<tr>
<td>The total number of completed and valid surveys ranges from 1 to 5 responses</td>
<td>2.5</td>
</tr>
<tr>
<td>The total number of completed and valid surveys ranges from 6 to 10 responses</td>
<td>5</td>
</tr>
<tr>
<td>The total number of completed and valid surveys ranges from 11 to 15 responses</td>
<td>7.5</td>
</tr>
<tr>
<td>The total number of completed and valid surveys exceeds 16 responses</td>
<td>10</td>
</tr>
</tbody>
</table>

The data from the survey will be released to students before the 26th of April.

4.3 Assignment Submission Procedure

Assignments will generally be marked and be made available for student collection two weeks after the due date.

Marked assignments that are due after the completion of the course can be collected during office hours Monday to Thursday from the School of Marketing Office on the 3rd Floor Quadrangle Building. It is student’s responsibility to collect them. In the case of group assignments, students should nominate one group member to collect their marked group assignment. If you are making a special trip to the UNSW you should first check with School of Marketing Office to confirm assignments are available for collection at the time you are coming to the School.

Master of Marketing Grade and Mark ranges

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination), grades will be provided to students in a form of a letter grade (not as a mark) as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>75 - 100</td>
<td>A superior to outstanding performance</td>
</tr>
<tr>
<td>B</td>
<td>60 - 74</td>
<td>A good performance</td>
</tr>
<tr>
<td>C</td>
<td>50 - 59</td>
<td>An acceptable level of performance</td>
</tr>
<tr>
<td>Fail</td>
<td>0–49</td>
<td>Performance below minimum level of competence</td>
</tr>
</tbody>
</table>

Course results as a final mark are released to students and are made available ONLY via MyUNSW (not by the lecturer) following a Business School Faculty sub-committee meeting to approve distribution of marks.
4.4 Late Submission

Information about late submission of assignments, including penalties, is available on the School of Marketing's website

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWn
d=_Current_Policies

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

Prescribed text:

There is a FREE ebook on Moodle for you


This text provides background material and explanations of the various analytical techniques used. The book is non-technical, however those students who want to understand the technical aspects can download the “Technical Notes” from


The Market Engineering for Excel (MEXL) software will be used throughout the course. This MEXL software can be accessed in the Business School computer laboratories, however it may also be downloaded by students officially enrolled in the course. Full details of how to download the software will be supplied in the first class. The software comes with the business cases and computer tutorials.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students about the courses offered in the School and continual improvements are made based on this feedback. In this course I will seek your feedback through UNSW's Course and Teaching Evaluation and Improvement (CATEI) process and encourage you to provide informal feedback along the way. Previous student feedback indicated that the final assignment helped in gaining a more solid understanding of the topics. Based on this feedback, more emphasis on the placed on the final assignment.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Case</th>
</tr>
</thead>
</table>
| 1 (7th of March) | Introduction  
- The evolution of marketing and the rise of analytics | LRB Ch 1 | |
| 2 (14th of March) | Segmentation and Targeting  
- The changing role of market segmentation  
Practical Case  
- OfficeStar Segmentation | LRB Ch 3  
Connector PDA (Segmentation) | |
| 2b (TBD) 6-9pm | Workshop with Derek Jones, Managing Director of D&M research. (Date to be confirmed) | | |
| 3 (21st of March) | Case Study Presentations  
- Segmentation – Connector PDA Positioning  
- Owning a piece of the consumers’ mind  
Practical - Kirin Beer (Positioning) | LRB Ch 4  
Blackberry Perl | |
| 4 (28th of March) | Case Study Presentations  
- Positioning – Blackberry New Product Design  
- The importance of unmet needs and reinforcing the positioning  
Practical - Durr | LRB Ch 6  
Kirin Beer (NPD) | |
| | Mid-semester break: Good Friday 3rd April - Sunday 12 April | | |
| 5 (18th of April) | Case Study Presentations  
- New Product design – Kirin Beer Advertising and Communication decisions  
Practical - Blue Mountain Coffee | LRB Ch 7  
Blue Mountain Coffee | |
| 6 (26th of April) | The rise of ethical, social, cultural and environmental considerations  
In class case study  
To be confirmed.  
Review of the Course | | |

**Please note Sunday date**
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</strong></td>
</tr>
<tr>
<td>You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</strong></td>
</tr>
<tr>
<td>You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.</td>
</tr>
<tr>
<td><strong>3. Communication: Our graduates will be effective communicators in professional contexts.</strong></td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
</tr>
<tr>
<td><strong>4. Teamwork: Our graduates will be effective team participants.</strong></td>
</tr>
<tr>
<td>You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td><strong>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.</strong></td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
</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-referring

For the Business School Harvard Referencing Guide, see the Business Referencing and Plagiarism webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see: https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf

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 website. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

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

General information on special consideration 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 additional marks.
12 STUDENT RESOURCES AND SUPPORT

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

- **Business School Education Development Unit (EDU)**
  [https://www.business.unsw.edu.au/students/resources/learning-support](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/student-centre](https://www.business.unsw.edu.au/students/resources/student-centre)
  Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

- **Moodle eLearning Support**
  For online help using Moodle, go to: [https://student.unsw.edu.au/moodle-support](https://student.unsw.edu.au/moodle-support). For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.

- **UNSW Learning Centre**
  [www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
  Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.

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

- **IT Service Centre**: 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