MARK6102
CREATIVITY, INNOVATION AND CHANGES IN MARKETING

Master of Marketing Core Course
6 UOC (units of credit)

COURSE OUTLINE
SEMESTER 2, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1. STAFF CONTACT DETAILS

Course Lecturer: Professor Munib Karavdic  
Email address: munib.karavdic@unsw.edu.au  
Consultation: After lecture

Admin Contact: Margot DeCelis, Assistant to Head of School  
Email: m.decelis@unsw.edu.au  
Telephone: +61 2 9385-3385  
Location: Quadrangle Building, Level 3, Room 3053

2. COURSE DETAILS

2.1 Teaching times and locations

Lecture: Lectures start in Week 1 (1 August)  
Day: Saturday  
Time: 9AM to 4PM  
Venue: Business School building, Room 115

2.2 Units of credit

This course is worth 6 units of credit. There is no parallel teaching in this course.

2.3 Summary of course

“Creativity is thinking up new things. Innovation is doing new things.” Theodor Levitt

Creativity and innovation are the key drivers of success for many of today’s leading companies. Some of the most dramatic gains in shareholder value over the last few years (e.g. Google and Apple) have been created by the culture of creative innovation. Indeed, a culture of creativity and innovation is commonly recognised as the only sustainable competitive advantage.

This course will focus on developing new ways of thinking and will discuss in depth the intricacies of innovation, customer experience, solution development and the problems faced by managers in this area. The course provides many opportunities to apply these new ways of thinking through class exercises and the course project, where you will develop creative concepts for an assigned topic. Active participation in this course will provide you with the opportunity to gain practical, real world experience in the application of different tools and approaches such as Human Centred Design (HCD), Ten types of innovation, Crowdsourcing innovation, Lean Start up, and others. The project will follow the phases of human centred design (HCD) to synthesise real-time research, approach ideation and investigation on parallel tracks. Teams will present their work at the end of term and vote on each other's presentations. Further, this course will help your ability to communicate your recommendations, ideas or solutions (oral and written).

2.4 Course aims and relationship to other courses

The premises of this course are that (i) all people are naturally creative and (ii) everyone’s creative abilities can be improved (just like all your other abilities) through learning and practicing certain skills and techniques. The course is intended for students who want to enhance their innovation and creative thinking skills in business and other domains. More specifically, the course is designed to help students:

1. Stimulate creativity in themselves and others.  
2. Learn the impact of innovation on growth creation.  
3. Understand several innovation concepts/ methodologies.  
4. Apply creative and design thinking to real-world business situations.
5. Learn how to build and lead an innovation team.

The ultimate goal of the course is to change the way each student views themselves and redesign their focus on career and leadership. Students are expected to leave this course with a better understanding of themselves and how to recognise and drive their own creativity in the business setting.

### 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 actively in learning activities and successfully complete the assessment tasks.

By the end of this course, you should be able to:

1. Understand the nature of creativity and innovation.
2. Understand ways for innovation to be systematically triggered.
3. Identify ways to turn creativity into insights, ideas, opportunities and action.
4. Apply different innovation methodologies for your company growth.
5. Implement Human Centred Design into your own projects.
6. Understand how to bring creativity and innovation into an organisation.

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').

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 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                        | • Define and explain the main concepts, principles, analytical tools, and contemporary issues that impact on the marketing discipline. | • Report  
|                                   | • Recognise and explain the inter-relatedness of your business discipline to other business disciplines within an organisation. | • Project presentation  
|                                   | • Report  
| 2 Critical thinking and problem solving | • Investigate a real business issue by identifying the problem, then applying relevant innovation concepts, frameworks and analytical tools, and recognise when other disciplines may be relevant to providing a solution to the problem. | • Report  
|                                   | • Formulate an innovation process to tackle actual problems or issues. | • Project presentation  
|                                   | • Evaluate and recommend solutions based on the analysis of the problems or issues. | • Essay  
|                                   | • Apply innovation knowledge and skills in order to develop a robust solution to an unstructured client problem. |   |
| 3a Written                         | • Construct written work that is logically and                                           | • Report  
|                                   |                                                                                       |   |
3. LEARNING AND TEACHING ACTIVITIES

3.1 Approach to learning and teaching

The course consists of a combination of lectures, class discussions, case discussions, class exercises, guest lectures and a major project. Lectures and class discussions focus on the text and reading materials, and provide the theoretical underpinnings of the course. Management problems, in the form of cases, are assigned to enable the student to apply their knowledge. Independent study is a major part of the course, as the project requires much out-of-classroom work done in teams.

3.2 Learning Activities and Teaching Strategies

Rather than merely rehashing concepts developed in the text, class sessions will be devoted to probing, extending and applying text material. It will be assumed that students have read the text assignments and readings for the week, and that they will be ready for discussion in class. Students may be called upon to open the readings or the case. It is absolutely critical that you be able to follow a discussion, synthesise and evaluate perspective.

The pedagogical philosophy in this course is that of ‘learning by doing’. Concepts that are discussed and knowledge gained in class will be applied to ‘real life’ problems through the major project that students will work on, in groups.

The course stresses interactive teaching and discovery based learning.
- The lectures are interactive; and we look for active student contribution through discussion and questioning that reflects reading and experience.
- The targeted readings for each topic reinforce the understanding and learning experience.
- Cases and guest lecturers encourage you to explore theoretical concepts in a practical situation.
- The major project is designed to help further develop your creative, analytic and communication skills.
- The design of assessment tasks reinforces crucial knowledge and skills areas.

The sessions will be run by a combination of lecture, external presentations from industry experts, class discussion, presentations, and workshop activity. For most weeks there will be a presentation by an industry expert.
There will be one group assignment covering Human Centred Design (HCD) approaches for innovation and growth.

Active participation is an important component of the Master of Marketing program. All students are expected to participate in class discussions and activities as well as, at various times throughout the session, making contributions to the discussion. For each class meeting articles will be assigned. Students are expected to have read the articles before coming to the class.

4. ASSESSMENT

4.1 Formal requirements

In order to pass this course, you must:
- achieve a composite mark of at least 50; and
- perform satisfactorily in all assessment tasks (see below).

4.2 Assessment details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class preparation</td>
<td>20%</td>
<td>Max one page per article</td>
<td>Before 9AM every Saturday for the current lecture (upload report on Moodle)</td>
</tr>
<tr>
<td>Project presentation</td>
<td>25%</td>
<td>30 minute presentation (+15 mins Q&amp;A)</td>
<td>Upload presentation on Moodle by 9AM Saturday, 5 September 2015</td>
</tr>
<tr>
<td>Team written report</td>
<td>25%</td>
<td>Maximum 10 A4 pages</td>
<td>Upload report on Moodle before 5PM Friday, 4 September 2015</td>
</tr>
<tr>
<td>Reflective essay</td>
<td>30%</td>
<td>3000 words</td>
<td>Upload report on Moodle by 11:59PM Saturday, 12 September, 2014</td>
</tr>
</tbody>
</table>

4.3 Assessment format

4.3.1 Class preparation and case analysis

Due date: Before 9AM, every Saturday for current lecture
Weight: 20%
Length: 1 page MAXIMUM of text per article
Submission: Uploaded to Moodle

Active preparation and participation are important components of the Master of Marketing program. You will be assessed on your ability to contribute to class discussions of case studies, designated readings and questions from the course lecturer.

Class preparation

Because this course relies heavily on conceptual articles and case materials, both extensive preparation before the class and in-class participation are required to ensure the class’ success. What you get from this course will depend on what you put in – not just in terms of your reading and analysis of the articles and cases, but your willingness to question and to seek alternate perspectives, to be clear about your own position, and to defend your arguments.

Guide to article analysis. The following set of questions is provided to guide your analysis of the readings assigned in this course.

1. What is the essence of their ideas? What problem or issue does it address?
2. What did you learn from the reading?
3. What problems or concerns are you left with?
Preparation Notes. It is expected that you will make brief notes or outlines before coming to class. It is required to prepare notes (1 page) for each article and case study that will be discussed in that week.

Preparation notes are to be uploaded on to Moodle before class. Late participation notes submission will be graded as zero.

4.3.2 Group project

Due date: Report: Before 5PM, 4 September 2015
Presentation: Before 9AM 5 September 2015
Weight: 50%  (25% presentation + 25% final report)
Length: 10 pages MAXIMUM of text (20 pages MAXIMUM with appendix)
Please number all pages starting from the Managerial Summary.
Font: Times New Roman, size 12
Margins: 1” on all sides (top, left, bottom, and right)
Presentation: 10 Power Point slides MAXIMUM
Submission: Uploaded to Moodle
Assessment: Peer evaluation (see Form 1 on the last page). No written feedback on projects.

The group project will focus on a process used to describe a way of thinking and a set of key outputs and deliverables associated with creative concept exploration and development. To do this, students will talk to real users; observe people in their native environments; think about real physical, technical, and social constraints; and understand real market pressures. This process will yield innovative experience concepts that have the potential to be buildable, create traction in the marketplace, and forge emotional connections with users. The group project will be used as the basis for the collaborative working sessions.

The goal of the project is to discover insights, design concepts, and visually communicate an experience using creative methods and research heuristics. The project task is to create a market– and technology-appropriate consumer experience that creates an innovation opportunity for an assigned client and industry.

The assignment should be done in groups of four people. Groups will be formed in first week.

Presentation content should be selected elements from your findings. The presentation will contribute 25% of the total mark. Also, your final mark for the group project will be adjusted based on your peers’ evaluation of your contribution to the group work (it can be up to 10% below your group mark).

For presentation purposes we will create the VC’s/company ‘board’ which will consist of a representative of each student group and the lecturer (chair). Each group will present their project to the company’s ‘board’. The objective is to seek the board’s approval to develop an innovation concept.

Each team’s presentation will be 30 minutes long (plus 15 minutes Q&A) and will be delivered to an audience consisting of the course coordinator, other students and the client. All team members must present for a minimum of 3 minutes. 5% out of the 25% is allocated to individual performance and the remaining 20% to the team’s performance. A presentation rubric (or marking guide) will be provided to assist you in your presentation (details and requirements can be found on Moodle).

The presentation is to cover: (i) the team’s understanding of the customer/business problem; (ii) a summary of the relevant information gathered during the research phase, and insights derived from an analysis of the interviews; (iii) a range of preliminary options for possible solutions to the client’s problem; (iv) a high level of desirability, feasibility and viability of the concept.

The final group report will be assessed on the following criteria:
• Demonstrated understanding of the problem’s brief (20%)
• Quality and coverage of the research and information gathered (15%)
• Demonstration of HCD tools by application of the range of frameworks and tools used to analyse the data and generate concepts (30%)
• Prototype demonstration and implementation plan (20%)
• Overall quality and effectiveness of the report (15%)

4.3.4 Reflective essay

Due: Before 11:59PM, 12 September
Weight: 30%
Exam length: 3,000 words
Submission: Uploaded to Moodle

Creative individuals throughout history are known for their journals, diaries, laboratory notes, sketchpads, and files. Now it is your turn!

There were Leonardo’s casual observations about everything from daily to-do and shopping lists to the most fundamental questions about art, architecture, space, history, and philosophy. (Michael Gelb, How to Think Like Leonardo da Vinci)?

Each student will be asked to maintain a journal during the semester for tracking critical learnings, thoughts from readings and class discussions. You will be asked to record ideas generated from the materials in this class.

At the end of the term, each student is required to submit a reflective essay that details their learning experience over the course of the term. Students are required to keep a journal for each session, which they are required bring to class each week. The lecturer might ask the students to discuss their journal writing in class. It is expected that these journals will form the basis for the student reflective essay.

The journal should be a living document that can include thoughts, feelings, drawings, pastings, photos etc. Students are expected to submit their journals with the reflective essay.

4.3 Late submission

A daily penalty of 10% applies to late assignments.

4.4 Master of Marketing grade and mark ranges

Grades for progressive assessments during the session (either by assignments, participation and/or a mid-session examination) will be provided to students in a form of a letter grade (not as a mark) as follows. This follows the grading system used on other postgraduate degrees in the Business School.

<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 are released to students and are available via MyUNSW as a mark following a Business School sub-committee meeting to approve distribution of marks.

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

Required reading pack:
Book: Innovating for People: Handbook of Human-Centered Design Methods, by LUMA Institute, 2012
Articles: All articles and case studies posted on Moodle (see section 10).

Students are responsible to download material and print documents (if they so need).

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.

One minute papers

At the end of each class, students are asked to take a minute writing an assessment of that class. You are asked to address two questions:

1. What went well in today’s class; what part was particularly stimulating.
2. What didn’t work as well; what part was confusing or too peripheral.

These papers are unsigned and ungraded. Their sole purpose is to provide constructive feedback to permit continuous improvement in the content and form of the course.
# 7. Course Schedule

**IMPORTANT:** Readings for the August 1st class must be completed before the first class meets.

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Cases</th>
</tr>
</thead>
</table>
| 1 | 1 Aug | 1a. Introduction and course overview  
1b. Human Centred Design Innovation  
1c. Project start – Problem framing, preparation for customer interviews  
**Guest lecturer:** Alex Cheek, Lead Designer, AMP | • Design Thinking, Tim Brown, HBR, June 2008  
• Thinking and doing ethnography in service design, Segelstrom, Rajmakers & Holmlid, 2009  
• **Book chapters:** *Innovating for People: Handbook of Human-Centered Design Methods*: Problem Framing (pages 48-57); Looking (pages 1-26) |
| 2 | 8 Aug | 2a. Ten Types of innovation  
2b. Customer insights and opportunities  
**Guest lecturer:** Alexis Baum, LUMA Institute, Pittsburgh, US | • You need an innovation strategy, HBR, July 2015  
• Meeting the Challenge of Disruptive Change, HBR, March, 2000.  
• Ten types of Innovation: [https://www.doblin.com/tentypes/](https://www.doblin.com/tentypes/)  
• **Book chapters:** People & Systems (pages 29-40); Patterns & Priorities (40 – 48) |
| 3 | 15 Aug | 2a. Crowdsourcing innovation  
2b. Ideation and concepts preparation  
**Guest lecturer:** Jon Campbell, Continuum, Boston, US - Skype link | • Using the crowd as an innovation partner, HBR April 2013  
• Rite-solutions: mavericks unleashing the quiet genius of employees, Stanford, 2006  
• **Book chapters:** Concept Ideation (pages 57 - 68) |
| 4 | 22 Aug | 3a. Creating a Culture of Innovation  
3b. Envisioning and prototyping  
**Guest lecturer:** Quinn Chow, Lead Designer, AMP | • How Innovative Is Your Company’s Culture?, MIT Sloan Management Review, Spring 2013  
• Prototyping is the short hand of design, Tom Kelley, 2001  
• **Book chapters:** Modelling & Prototyping (pages 68-76); Design Rationale (76 – 83) |
| 5 | 29 Aug | 5a. Innovation implementation  
5b. Business model innovation  
**Guest lecturer:** Franki Chamaki, Start-up Founder, Coca Cola | • Why the Lean Start-up Changes Everything, HBR, May 2013  
• Stop the Innovation Wars, HBR, July - August 2010 |
| 6 | 5 Sep | Project presentations (VC/Capital Committee style pitch)  
**Panel member:** TBA | |
| 6 Sep | | Reflection Essay |
EVALUATION FOR GROUP PROJECT
MARK 6102, Session 2, 2015

The purpose of this form is to allow you to evaluate the relative contribution of the members of your group to the group project. In making your evaluation, you should divide 100 points among the members of the group, other than yourself. Thus, the total in each column should be 100.

Your name: ____________________________

Group Topic:
________________________________________________________________________________________
________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Team member (s) name</th>
<th>Conceptualisation</th>
<th>Project execution</th>
<th>Team work</th>
<th>Overall contribution</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Please provide brief comments on the scores you gave:

Thank you very much for your input!
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

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>1. Knowledge: Our graduates will have current disciplinary or interdisciplin ary knowledge applicable in local and global contexts. You should be able to identify and apply current knowledge of disciplinary or interdisciplin ary theory and professional practice to business in local and global environments.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. 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>4. Teamwork: Our graduates will be effective team participants. You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.</td>
</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice. You should be able to:</td>
</tr>
</tbody>
</table>
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.

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).

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.

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

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

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


**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/](http://www.ohs.unsw.edu.au/).

**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.

**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](https://my.unsw.edu.au/) 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](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.