MARK6114
BRAND MANAGEMENT

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
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 ............................................................... 5
4.3 Assignment Submission Procedure ......................................... 8
4.4 Late Submission .................................................................. 8
5 COURSE RESOURCES ................................................................. 9
6 COURSE EVALUATION AND DEVELOPMENT ......................... 9
7 COURSE SCHEDULE ................................................................. 10

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT ........ 12
8 PROGRAM LEARNING GOALS AND OUTCOMES ....................... 12
9 ACADEMIC HONESTY AND PLAGIARISM ................................ 14
10 STUDENT RESPONSIBILITIES AND CONDUCT ......................... 14
10.1 Workload for Master of Marketing Courses ............................ 14
10.2 Attendance ....................................................................... 15
10.3 General Conduct and Behaviour ............................................ 15
10.4 Occupational Health and Safety ............................................. 15
10.5 Keeping Informed ............................................................... 15
11 SPECIAL CONSIDERATION AND SUPPLEMENTARY EXAMINATIONS .... 16
12 STUDENT RESOURCES AND SUPPORT .................................. 17
13 APPENDIX A: ASSESSMENT GUIDE FOR PART 1 OF THE INDIVIDUAL ASSIGNMENT 18
14 APPENDIX B: ASSESSMENT GUIDE FOR THE DEBATES ................ 19
15 APPENDIX C PEER EVALUATION FORM ................................. 20
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer in charge: Dr Dean Wilkie
Office: Quadrangle Building 3rd Floor, Room 3016
Consultation times: Tuesday 4-5 pm or by appointment
Email: d.wilkie@unsw.edu.au

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1 (to Week 12):
Time: Tuesday 6.00 – 9.00 pm
Venue: UNSW Business School Building, Room 115

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 concept of brand management goes back to the 1930’s when Proctor and Gamble introduced a brand management team. The team’s responsibility was to create and manage the brand’s marketing program and then coordinate it with the sales and manufacturing teams. The responsibilities of a brand management team have evolved and today it’s more strategic. It is about building brand equity through managing the relationship with the consumer and creating a sustainable advantage over competitors. Through focusing on the key components of the brand identity, we examine how brand managers can “endow products with the power of brand equity” (Keller, 2008).

2.4 Course Aims and Relationship to Other Courses

The aim of this course is to focus on key brand and product management topics that will help current and future marketing managers in their strategic decision making ability. The topics have been selected based on the role responsibilities of marketing managers, the latest industry trends and academic research.

There are no prerequisites for this course but it aims to build on the learnings a student will gain from other related subjects.
Student Learning Outcomes

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

1. Explain the key components of a brand’s identity and how these components work together in creating brand equity.
2. Describe the advantages of an aligned brand and marketing mix strategy and how it delivers value to the organisation.
3. Apply various methodologies, processes and tools a marketing manager may use in order to critically evaluate a brand and its products.
4. Understand and anticipate factors that influence the success or failure of a proposed strategic direction.
5. Analyse a range of emerging issues and challenges facing brand management and product development.

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 Faculty. 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 developed in tutorials and other activities):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Explain the key components of a brand’s identity and how these components work together in creating brand equity. Describe the advantages of an aligned brand and product development strategy and how it delivers value to the organisation.</td>
<td>Group assignment, individual report and final exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Understand and anticipate factors that influence the success or failure of a proposed strategic direction. Apply various methodologies, processes and tools a marketing manager may use in order to critically evaluate a brand and its products.</td>
<td>Group assignment and individual report</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>Group assignment and individual report</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>Group assignment</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>Peer assessment</td>
</tr>
<tr>
<td>5a. Ethical, environmental and sustainability responsibility</td>
<td>Analyse a range of emerging issues and challenges facing brand management and product development.</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td>5b. Social and cultural awareness</td>
<td>Not specifically addressed in this course.</td>
<td>Not specifically assessed.</td>
</tr>
<tr>
<td>6 Leadership</td>
<td>Not specifically addressed in this course.</td>
<td>Not specifically assessed.</td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course
In practice, decisions are based on a deep understanding of the brand, the consumer and the competitors. Critical to any decision is:

- Teamwork and alignment (across key stakeholders internal and external).
- The gathering, analysis and the presentation of information.
- The formulation of strategy to provide a direction for product development and all other marketing activities.
- The measurement and scrutiny of the brand and product health.

This course has been constructed with these critical factors in mind. You will be introduced to a range of tools and concepts used by brand leaders and are given the opportunity to apply these through the assessment tasks. The course components are designed to help you build a greater understanding of the current theory and practice of brand and product management.

3.2 Learning Activities and Teaching Strategies
This course will be conducted on a discussion and lecture basis. It will draw upon the experience we have as consumers and as marketers. In addition to the text book readings, the review of the research papers and relevant case studies will form much of the basis of our discussion.

Therefore the class room time will consist of an open discussion in which you will be encouraged to participate through contributing:

- Theoretical insights you have read.
- Practical examples you have come across.
- Your own experiences in the work place.
4 ASSESSMENT

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

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. Individual assignment</td>
<td>30%</td>
<td>10 pages</td>
<td>29th of September</td>
</tr>
<tr>
<td>2. Group assignment</td>
<td>30%</td>
<td>20 minutes</td>
<td>From week 4 onwards</td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>30%</td>
<td>N/A</td>
<td>Exam period</td>
</tr>
<tr>
<td>4. Class participation</td>
<td>10%</td>
<td>N/A</td>
<td>Ongoing</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Individual assignment - 29th of September (30%)

The brand management concepts discussed in the course contain a broad range of topics and examples from various industries. To demonstrate your understanding of the concepts discussed within the first 9 weeks, you are required to conduct a brand audit on a chosen brand. To assist you, the assignment is divided into different parts;

The objective of the first part of this assignment is to become familiar with the consumer and the competitive dynamics between brands.

1. Market and Consumer review
- A review of each brand's heritage, the marketing environment and the competitive dynamics within the category.
  - Evaluate each brand's positioning. How does this affect your chosen brand? How is each brand trying to grow / stay relevant?
  - Better answers will evaluate and synthesise information from a variety of sources.
- Provide a description of the consumer. What are their needs and desired benefits? What do they think and feel for each brand in the category?
  - Understanding the Means-end chains of consumers will assist with this.

The objective of the second part of this assignment is to provide an in-depth assessment of the chosen brand and include what has been learnt from Weeks 6 through to Week 9.

2. Brand review
- Identify the sources of brand equity for each brand. More specifically you will need to understand the strength, favourability, and uniqueness of the associations each brand has.
• It is expected that students will apply various qualitative research techniques from week 4.
• I also encourage you to apply techniques learnt through other courses.
• Identify in depth the sources of brand equity for your chosen brand.
  • Review the role of the brand's marketing mix
  • This is also an opportunity to conduct further research discussed in this class or learnt through other courses.

3. Recommendations
• Elaborate on the key issues for your chosen brand with a recommended plan of action.
  • This not only involves a recommendation of the desired brand image, but also managing the growth of the brand - owning the positioning, product development, improving engagement etc.

Things to consider:
• I recommend students read "The Brand Report Card" by Kevin Keller (1999) as this will give you some guidance as to what to consider. A link can be found on Moodle.
• Choose a category of interest and I recommend a category that will allow you to conduct primary research through friends and family. Also, consider brands from an area of interest or future career direction. Doing this will make the assignment more enjoyable.
• Focus on a brand's performance within one country. Evaluating a brand across multiple countries only ever leads to confusion.
• Supplement your assignment with academic research.

Assignment Format
• The assignments should be no more than 10 pages (excluding executive summary, table of contents, reference list and appendices).
• Ensure your name, the date, the course name and the assignment topic are clearly identified on the front cover using the University's Assignment Cover Sheet.
• 1.5cm line spacing in an easy-to-read font such as 11pt Arial or 12 pt Times New Roman with appropriate headings throughout.
• Keep your document clear and to the point without unnecessary padding.

Submission
The individual assignment is to be submitted electronically through the Turnitin application on Moodle, on or before the due date.

See Appendix A for marking criteria
2) Group Assignment - Weeks 4 onwards (30%)

Each group (3-4 members) will be given a brand management topic which they must debate against another group. The purpose of this debate is for you to:

- Gain a greater depth of knowledge about a specific brand management topic
- Critically review academic literature in the development of your argument
- Learn how to apply logic, evidence and structure to an argument
- Anticipate a competitor’s reaction
- Develop your strategic thinking

Your group will be assigned a group topic as well as whether your group will be the affirmative or the negative. Each team’s presentation will be 20 minutes. You will also be provided with 5 minutes to rebut the opposing team’s argument. More detailed information will be provided in Week 1.

Submission

In 5 pages (single spaced, 12pt, times-new roman), you are required to provide

1. A summary of your structure and content. The objective is to demonstrate your knowledge of the topic and evidence of your research (academic and actual examples).
2. Anticipated arguments of the other team. This will help demonstrate your understanding of the total topic and not just your side of the argument.

You will be required submit your summary through the Turnitin application on Moodle by 3pm on the day of the lecture. This will assist me in understanding your knowledge of the topic and evidence of appropriate research.

See Appendix B for marking criteria

3) Final exam - Exam period (30%)

The final exam is cumulative (2.5 hours + 10 minutes reading time) and will emphasise concepts from the readings, guest lectures and issues raised in class discussions. Short essay questions can be expected.

3) Participation - All weeks (10%)

The structure of the course relies heavily on class participation. The mark for participation will depend on various factors including:

1. Giving of feedback to class presentations.
2. Teamwork within group assignment (See Appendix C for peer evaluation form)
3. Attendance.

Note re: group work and possible individual weighting of group mark.

Past experience has shown that effective groups are those that are able to:

- Meet regularly.
- Develop and follow a work plan and timetable.
- Divide the work according to each member’s strengths as evenly as possible.
- Encourage open communication, participation and the sharing of ideas.

It is suggested a diary be kept by one of the group members to minute meeting times, attendance, issues discussed, and delegation of work to members. If student groups
are having problems with one or more group members not meeting group obligations, they should first try to resolve differences themselves. If this is not successful, set up a meeting with me as soon as possible. Don’t wait until problems escalate, and please don’t raise problems after the presentation when it is too late to help find a solution.

Group members will be asked to complete a peer evaluation of the contribution of each group member, including themselves. These evaluations may result in the individual participation mark for each student being weighted up or down. Cohesive groups will not have any variations for individual students. It is therefore in your interest to make your group work effectively to ensure it delivers high quality output. Working in groups is always challenging, however you can learn a great deal from fellow group members as the project progresses.

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 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


Quality Assurance

The UNSW 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 the Faculty’s programs. All material used for such processes will be treated as confidential and will not be related to course
5 COURSE RESOURCES

The website for this course is on UNSW Moodle at:
http://lms-Moodle.telt.unsw.edu.au/webapps/portal/frameset.jsp

The textbook for this course is:

Additional books.

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 the end of semester CATEI evaluations.

Feedback from previous students indicated that they would like more time allocated to researching brand associations. As a result of this, the course will explore qualitative techniques used to understand brand associations.
<table>
<thead>
<tr>
<th>Week #, Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Week 1, 28th of July | • Case Study - Snapple  
                     • Course Introduction  
                     • The history of brand management                       | • Perspectives on Brand Management – Chapter 1, Snapple case Study  
                     • Lecture notes                                                   |
| Week 2, 4th of August | • What is brand equity?  
                     • Financial-based brand equity  
                     • Consumer-based brand equity  
                     • Guest Lecturer – Interbrand                                      | • Perspectives on Brand Management – Chapters 2 and 3  
| Week 3, 11st of August | • Understanding brand associations  
                     • Guest Lecturer – Nerida Newman  
                     (Founder of Cat Bird Seat and Founder and former CEO of Jigsaw Strategic Research) | • In class activities  
| Week 4, 18th of August | • The different components of CBBE (Pt.1)  
                     • Brand Salience and Attribute-based associations                   | • Perspectives on Brand Management – Chapter 7  
                     • Lecture notes                                                   |
| Week 5, 25th of August | • The different components of CBBE (Pt.2)  
                     • Brand Attitude and Attachment                                      | • Perspectives on Brand Management – Chapters 14 and 16 |
| Week 6, 1st of September | • Building brand communities  
                     • Guest Lecturer – Theresa Theo                                      |                                                                                   |
| Week 7, 8th of September | • Brand positioning  
                     • Create a brand vision  
                     • Category framing  
                     • Guest Lecturer - Michael Scott  
                     "Repositioning Virgin" (General Manager, Brand and Marketing)            | • Perspectives on Brand Management – Chapter 4  
                     • Lecture notes                                                   |
| Week 8, 15th of September | • Brands growth and revitalisation (Pt.1)  
                     • Threats to brand relevance  
                     • The role of line and brand extensions                               | • Perspectives on Brand Management – Chapter 12 |

MARK6114 - Brand Management
| Week 9, 22<sup>nd</sup> of September | • Brands growth and revitalisation (Pt.2)  
  • The role of the marketing mix  
  • Secondary brand associations | • Perspectives on Brand Management – Chapter 8 |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid semester break</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 10, 6<sup>th</sup> of September | • Different types of brands  
  • The importance of being first or the market leader  
  • Understanding low price brands | • Perspectives on Brand Management – Chapter 10  
  • Lecture notes |
| Week 11, 13<sup>th</sup> of October | • Brand Architecture  
  • Guest Lecturer – Rebecca Darley (Group Marketing Manager Westpac) | • Lecture notes |
| Week 12, 20<sup>th</sup> of October | • Applications and implications from having an understanding of brand performance measures | • Perspectives on Brand Management – Chapters 5 and 6  
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all 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.
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.


10.1 Workload for Master of Marketing Courses

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 for staff and students on expected workload: 
https://my.unsw.edu.au/student/atoz/UnitsOfCredit.html

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.

Reference for 80% guideline is at: 
https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html

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 AND SUPPLEMENTARY EXAMINATIONS

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

General Information on Special Consideration:

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

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

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

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

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

6. Special consideration requests do not allow lecturers-in-charge to award students additional marks.
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; Email: counselling@unsw.edu.au

- **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
## Appendix A: Assessment guide for Part 1 of the Individual assignment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>
| 1. Logical development and coherence | - Poor development of analysis, unclear focus and/or possibly irrelevant or repetitive material making it difficult to follow the main arguments  
- A considerable amount of irrelevant material | - Sufficiently clear and logical direction that allows the reader to follow the development of main arguments, although some sections could be developed further/more fully  
- Generally relevant material | - Main arguments are developed logically, clearly and build on each other, which leaves the reader understanding where the brand is now, where it wants to go, and what it needs to consider  
- No irrelevant material |
| 2. Market and consumer review | - Superficial understanding of the market, the customer and the competition  
- Does not present a coherent and supported analysis | - Reasonable understanding of the market, the customer and the competition  
- The use of numbers and primary research has assisted the audit, however the conclusions drawn could be more insightful | - Demonstrated an extensive understanding of the market, the customer and the competition  
- An extensive use of numbers and research that has led to insightful and appropriate conclusions |
| 3. Use of tools, concepts, frameworks and research | - Attempted to incorporate some tools, concepts and frameworks however, it did not add value to the audit  
- Research lacks depth and breadth, which has impacted the level of analysis and/or has biased the analysis | - Used some tools, concepts and frameworks to add value to the audit  
- Research has the required depth and breadth | - Effectively used concepts, tools and frameworks to communicate a point of view  
- The report contains a very solid depth and breadth of research |
| 4. Brand review and recommendations | - The brand review contained generalised comments that did not consider the specifics  
- Made some effort to summarise the sources of brand equity for each brand, but the conclusions are vaguely connected and not many actionable recommendations drawn | - The brand review provided reasonable commentary on the strength, favourability, and uniqueness of the associations each brand has  
- Provided a sufficient summary of the sources of brand equity for each brand, with some connection to the brand’s objectives, but could be more insightful and/or focused | - Superior brand review and recommendations that provide direction for the strong direction for the brand  
- The summary provided a comprehensive analysis of each brand, which was relevant, insightful and convincing |
| 5. Clear, accurate communication of ideas and referencing | - Ideas and information to be conveyed appear confused or unclear due to inappropriate or incorrect language (e.g., incorrect grammar, vocabulary, technical expressions)  
- Sources not referenced appropriately / accurately | - Main ideas and information are generally expressed clearly and accurately  
- Some information could be conveyed more concisely, directly and/or accurately  
- Referencing of sources in-text and in reference list mainly accurate | - All ideas and information expressed clearly, concisely and accurately  
- Language and expression convey in-depth knowledge  
- All sources referenced accurately |
### Appendix B: Assessment guide for the debates

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
</table>
| 1. Logical development and coherence          | - Poor development of arguments, unclear focus and/or possibly irrelevant or repetitive material making it difficult to follow the main argument  
- Lack of team unity with the arguments     | - Sufficiently clear and logical structure that allows the audience to follow the development of main arguments, although some arguments could be developed further/more fully | - Main arguments are developed logically, clearly and build on each other, which leaves the audience understanding the team's position |
| 2. Content                                    | - Poor demonstration of the team’s knowledge surrounding the topic  
- Has not anticipated arguments of the other team  
- Lack of convincing academic research and no / inappropriate examples | - Reasonable demonstration of the team’s knowledge surrounding the topic  
- Has anticipated some arguments of the other team  
- The use of some academic research and examples has assisted the team, however more could be made of these two sources of information | - Demonstrated an extensive understanding of the topic  
- Has anticipated and planned for the main arguments of the other team  
- An extensive use of academic research and examples that have led to insightful and strong arguments |
| 3. Communication                              | - The arguments were not delivered in a clear and simple manner  
- The presentation lacked audience engagement  
- The team went over their allotted time | - Some of the arguments in a clearer and manner  
- The level of audience engagement could have been improved  
- The team stayed within their allotted time | - The arguments were delivered in a manner that assisted the audiences understanding and was extremely engaging  
- The team stayed within their allotted time |
| 4. Rebuttal                                   | - Fails to address the opponents main arguments  
- Criticises the speakers, not the arguments | - Addresses some of the opponents arguments, however needs to be more convincing  
- Criticises the arguments, not the speakers | - Address the opponents arguments in a convincing manner  
- Criticises the arguments, not the speakers |
## Appendix C Peer evaluation form

<table>
<thead>
<tr>
<th></th>
<th>Team member 1</th>
<th>Team member 2</th>
<th>Team member 3</th>
<th>Team member 4</th>
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<tbody>
<tr>
<td>Facilitates team planning, goal setting, task coordination and</td>
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<tr>
<td>progress</td>
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<tr>
<td>Offers feedback or help to teammates, is motivated, supportive</td>
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<td>and boosts team morale and harmony</td>
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<tr>
<td>Listens actively and communicates respectfully with all</td>
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<tr>
<td>Prevents or works through conflict effectively</td>
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<tr>
<td>Attends meetings punctually and is well-prepared</td>
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<tr>
<td>Contributes constructively to meetings; shares ideas; builds on</td>
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<tr>
<td>others’ ideas; generates useful new ideas</td>
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<tr>
<td>Consistently meets deadlines; plans own work well</td>
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<tr>
<td>Produces at least required share and a high quality of work</td>
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<td>that contributes significantly to team’s achievement</td>
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<tr>
<td>Demonstrates a high level of knowledge/skills for the task</td>
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</tbody>
</table>

**INSTRUCTIONS:** Give each group member (including yourself) a score on attributes I, II and III using a 1 to 5 scale where: 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often and 5 = Always