MARK 8995/ MARK 4210
Business Research Methods in Marketing

Course Outline
Semester 1, 2016

Part A: Course-Specific Information

Please consult Part B for key information on UNSW School of Business policies (including those on plagiarism and special consideration), student responsibilities and student support services.
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Professor John Roberts
Room: Quad 3053
Phone No: 9385 9698
Email: johnr@agsm.edu.au
Consultation Times – Friday 2 pm to 5 pm (or by appointment)

There are no tutors in this course.

2 COURSE DETAILS

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

Friday 9.00 to 11.00 a.m.
Quad G034

There are no formal tutorials but I do welcome questions and contact with students.

2.2 Units of Credit
The course is worth 6 units of credit.
This course is taught in parallel to both undergraduate and postgraduate students.
Students will study the same materials and undertake the same assignments.
I expect a greater degree of sophistication from post graduate students.

2.3 Summary of Course
This course aims to provide a background to the types of research methods used in
the discipline of marketing. It studies the research process, and in particular:

- Project management and research planning.
- The role of academic research and published material in the process of
  advancing marketing thought and knowledge.
- How to read, critique and prepare research proposals. Asking meaningful
  research questions
- Overview of formal research processes in specific analytical areas (such as
- Use of this knowledge to write viable research plans.

2.4 Course Aims and Relationship to Other Courses
This course is a concentrated, structured introduction to mainstream academic
research processes in marketing. Specifically, we shall:

(a) Consider the range of issues that researchers routinely have to address.
(b) Examine how these issues might be managed.
(c) Discuss the design of executable research so that students can undertake research of their own.

(d) Adopt a critical and questioning approach throughout.

Along the way, students will learn about the systems and structures of academic marketing (such as the journals, authors, conferences, societies and institutions), and have some exposure to research controversies, disputes and paradoxes. Much of this will come from their critical evaluation of the set readings, rather than from formal instruction in research methodology.

The course complements more skills based courses such as MARK 4211/8996 (Mathew Chylinski’s and my Research Seminar in Marketing which focuses on Research philosophy and applications) and MARK 4212/8997 (Quantitative Methods and Models in Marketing which gives hands on experience in applying statistical techniques).

2.5 Student Learning Outcomes

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

1. Undertake an analysis of the research environment in which they wish to participate, including recognising the opportunities that stem from it (and the associated limitations)

2. Review research already published and critique it: recognizing threats to its validity and areas of potential leverage

3. Formulate their own research plan including formulating the problem that they wish to address, the methodology by which they will address it, and a plan of execution.

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

The Learning Outcomes in this course also help students to achieve some of the overall Program Learning Goals and Outcomes for all coursework students in the UNSW School of Business. Program Learning Goals are what we want students to BE or HAVE by the time they successfully complete their degree (e.g. ‘be an effective team player’). Students demonstrate this by achieving specific Program Learning Outcomes - what they are able to DO by the end of their degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
</tr>
</thead>
</table>
| 1. Knowledge: Our graduates will have current disciplinary or interdiscipli
| nary 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.

The following table shows how the 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 School of Business 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>Understand course readings and contribute to class discussion in critiquing the ideas that they contain.</td>
<td>Class participation and literature review in final project</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Ability to systematically describe environment and use that description to formulate a research problem, as well as an approach to addressing that problem.</td>
<td>Research reports and final project</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>Research reports and final project</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>Class participation &amp; project presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
<tr>
<td>5a. Ethical, social and environmental responsibility</td>
<td>Not specifically addressed in this course</td>
<td></td>
</tr>
</tbody>
</table>
3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The course relies heavily on students reading the articles scheduled for class. Every student can be expected to be called to address any of the readings. As well as theoretical and methodological papers, we will spend a lot of time looking at applications, so that students will have a good understanding as to how to build on the literature. Rather than rote learning, I will be looking to students to develop their way of thinking about issues and problems, as well as structured ways to address them.

This course is not meant to be onerous or stressful. I will try to make it interesting and fun as we go through. I would much prefer that the class thinks of it as a useful resource to equip them to get through the year than a rod for their back.

3.2 Learning Activities and Teaching Strategies

The course consists of learning developed through a number of sequential activities. These include:

- Developing a strong foundation for rigorous research
- Reading contributions to the literature in terms of approaches and tools
- Reading contributions to the literature in terms of applications
- Synthesis of the literature, understanding limitations, gaps, and potential
- Practice in applying the ideas through a presentation and student project.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, students must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

All assessment tasks are individual. There is no formal group work in this course.

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. Research Reports</td>
<td>2 x 20%</td>
<td>3-5 pages</td>
<td>23:59, April 1, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>23:59, May 6, 2016</td>
</tr>
<tr>
<td>3. Class Participation</td>
<td>10%</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **Reading Reports and Assigned Questions for Analysis and Discussion.** I expect students to prepare two written critiques of an assigned set of readings due on April 1 and May 6. The written critiques or responses should be confined to 3-5 pages (A4, one and a half spacing and not less than 10-pitch). Students will also provide a brief 10 minute verbal summary of one of these on one of those two dates. Students are welcome to bring along supplementary material to support their verbal critique (e.g., articles related to the topic or in support of a line of argument) if they wish. I will distribute these assignments in week 2.

In assessing these I will generally consider:

- Students’ ability to assemble evidence (from the readings).
- The logical consistency of their arguments.
- Persuasiveness of their arguments (in terms of critical insights).
- Awareness of the methodological implications of their arguments.
- Communication / presentation skills.

Given the interactive nature of the classes the feedback is as likely to be verbal as written (in other words, take note of what is said in class and do not simply respond to any written comments that might be provided).

2. **Research plan.** Students will be expected to prepare a viable proposal for a well-stated research question in the area of marketing (examples of good practice will be made available during the course). Although the subject matter is wide open, suitable project proposals will:

- State and justify the focus of the work.
- Identify questions/propositions/hypotheses.
- Specify and justify the approach taken and preferred method.
- Include a viable and feasible research design.
- Say something about sampling and data acquisition procedures.
- Comment briefly on intended analyses and schedule of work.

The strengths and limitations of a chosen approach need to be considered, including questions to do with validity, robustness, universality and predictive power. The practical constraints should also be considered (for example, timing and budgetary constraints). Students who have already undertaken exploratory work or pilot studies can incorporate the conclusions from these into their research plan.

Typically, a complete research plan contains a literature review. However, that – in essence – is the major assignment for the Research Seminar in Marketing (MARK4211/8996) and there is no point repeating the review here. Nevertheless, students might find it useful to list the key conclusions of their review - such as the conceptual framework that they derive or the synthesis that they propose.

Assessment of the research plan will be based on criteria such as the following:

- Clearly specified aims and goals
- Evidence of critical thought.
- Mastery of the academic/methodological sources that underlie the research.
- Technical validity of the proposed research
- Practical viability of the research.
• Linkage of theory/concepts, methods and practical research planning.
• Communication of ideas – clarity, structure, presentation (including compulsory oral presentation in class).
• Evidence of critical thought.

Written reports should be 20-25 pages (A4 and not less than 10-pitch). Students should aim to have a draft report ready for formal presentation to the whole group during the final class on May 18. I encourage all students to allow time for their supervisor to see, and comment on, their draft before the presentations. They will have until May 23 to make changes and submit their final report. Please note that the in-class presentation of this report is required.

3. **Participation.** The "workshop" format of this course means that all students will be expected to contribute to the discussion - in terms of making observations, offering criticisms and putting forward constructive suggestions.

4.3 **Assessment Format**

Detailed instructions will be provided early in the course as to what I expect in the reports and final projects. I encourage students to come and see me if they have any questions.

4.4 **Assignment Submission Procedure**

Assignments should be submitted by Moodle. Students can also email me a copy if they wish. I would remind everyone to keep a copy of all work submitted for assessment and to keep their returned marked assignments.

4.5 **Late Submission**

Late submission will attract a penalty of 5% per day of the marks awarded, unless prior permission has been obtained from the instructor, with an appropriate reason.

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Quality Assurance
The UNSW School of Business 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 School of Business programs. All material used for such processes will be treated as confidential.
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5 **COURSE RESOURCES**

There is no set textbook for this course. Most of the relevant material is scattered across specialist books, journal articles and web-sites. To help students master the material, set readings are assigned. However, everyone will need to read more widely than this – the process of reading for a research assignment is likely to be very
different from the way most students have previously read for courses. A list of sources is provided with the session outline, which will be distributed at the first lecture.

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, I will also seek informal feedback from the class through discussions and email.

7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>References</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lecture 1: Approaches to Research in Marketing</td>
<td>A complete reference list will be issued early</td>
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</tr>
<tr>
<td>March 4</td>
<td></td>
<td>in the semester</td>
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<tr>
<td>Week 2</td>
<td>Lecture 2: A Framework for Marketing Strategy</td>
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<tr>
<td>March 11</td>
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<tr>
<td>Week 3</td>
<td>Lecture 3: Planning Research Projects</td>
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<tr>
<td>March 18</td>
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<td></td>
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<tr>
<td>Week 4</td>
<td>Lecture 4: Option Generation in Theory</td>
<td></td>
<td>Optional Audit Exercise</td>
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<tr>
<td>To be rescheduled</td>
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</tbody>
</table>

Mid-semester break: Friday 25 March – Saturday 2 April inclusive

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Assignment 1 due in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>Lecture 5: Opportunity Identification - Projects</td>
<td></td>
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<tr>
<td>April 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Lecture 6: Typology of Marketing Research</td>
<td></td>
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<tr>
<td>April 8</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Lecture 7: Quantitative Data Collection</td>
<td></td>
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<tr>
<td>April 15</td>
<td></td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Lecture 8: Quantitative Analysis techniques</td>
<td>This lecture will be rescheduled</td>
</tr>
<tr>
<td>April 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Lecture 9: Approaches to Behavioural Research</td>
<td>Assignment 2 due in</td>
</tr>
<tr>
<td>April 29</td>
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<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Lecture 10: Behavioural Research in Practice</td>
<td></td>
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<tr>
<td>May 6</td>
<td></td>
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</tr>
<tr>
<td>Week 11</td>
<td>Lecture 11: Examining Research Impact</td>
<td></td>
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<tr>
<td>May 13</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Lecture 12: Student presentations &amp; Wrap Up</td>
<td>Research Project to be submitted May 23¹</td>
</tr>
<tr>
<td>May 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We may decide to share research presentations with MARK 8996, depending on logistics and student preferences.
8. PROFILE OF LECTURER-IN-CHARGE

John Roberts is a Professor at the University of New South Wales and a Fellow of the London Business School and Fudan University. He completed his Ph.D. and M.Sc. at M.I.T. after a Master of Commerce and honours Arts degree at the University of Melbourne and twelve years senior marketing experience in government and telecommunications.

John has won the American Marketing Association’s John Howard Award for the top Doctorate in the U.S., its William O’Dell Award for the most influential piece of research published in the Journal of Marketing Research published five years previously, and its Advanced Research Techniques Forum Best Paper Award. He has been a finalist in the Society for Marketing Science John D Little Award for the top marketing science paper three times and a Finalist in the ISMS Gary Lilien Marketing Practice Award three times. John sits on the Editorial Boards of the Journal of Marketing, the Journal of Marketing Research, the Journal of Forecasting, Marketing Science, the International Journal of Research in Marketing, Customer Needs and Solutions, Quantitative Abstracts in Marketing, the Applied Economic Research Bulletin, and the Review of Marketing Science. He is winner of the Australian and New Zealand Academy of Marketing Distinguished Researcher Award, the Distinguished Educator Award and the ANZMAC Conference Best Paper Award (three times). His research interests include marketing strategy, branding and new products, and marketing performance measurement.

John has had extensive consulting experience and the company that he founded, Marketing Insights Pty Ltd, became a regional leader in marketing strategy advice. It is now a part of ACNielsen. He was Visiting Professor of Marketing at the Stanford Graduate School of Business from 1995 to 2002 and M.I.T. in 2005. At the Australian Graduate School of Management he was a recipient of the Distinguished Teacher and Distinguished Researcher Awards. John is a Fellow of the Academy of Social Scientists of Australia, the Australian Institute of Management, the Australian Market and Social Research Society, the Australian Marketing Institute, and the Australian Institute of Advertising, as well as a U.S. Harkness Fellow and a Fellow of the U.K. 21st Century Trust. He was an Academic Trustee of the Marketing Science Institute, the world’s top international industry-academic liaison body, for six years. He sits on the Academic Advisory Board of the Chief Marketing Officers’ Council (based in Menlo Park, CA), MarketingNPV (based in Pennsylvania), the Centre for Advance International Marketing (based in the Netherlands), and the Centre for Brand Management (based in Hamburg). From 2006 to 2008, he was Chairman of the Society for Marketing Science Best Practice Award. He is currently Vice President Practice of that body. He was a member of the Australian Research Council College of Experts from 2012 to 2015.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND
SUPPORT

9 PROGRAM LEARNING GOALS AND OUTCOMES

The UNSW 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.

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 UNSW School of 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.

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School of Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.
   You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team’s processes and ability to achieve outcomes.
5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.

You should be able to:

a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
b. Consider social and cultural implications of business and /or management practice.

10 ACADEMIC HONESTY AND PLAGIARISM

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

To see if you understand plagiarism, do this short quiz:

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html. For the UNSW School of Business Harvard Referencing Guide, see the School of Business Referencing and Plagiarism webpage (Business School >Learning and Teaching>Student services> 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:

11 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.


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

11.2 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

11.3 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

11.4 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/.

11.5 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.

12 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.

The UNSW School of Business’ Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at: http://www.asb.unsw.edu.au/currentstudents/resources/forms/Documents/supplementaryexamprocedures.pdf.

13 STUDENT RESOURCES AND SUPPORT

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

- **UNSW School of Business Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching  Click on ‘Student Services’. Provides academic writing, study skills and maths support specifically for School of 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.

- **UNSW School of Business Student Centre**
  http://www.asb.unsw.edu.au/requests Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.

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

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

- **Library training and search support services**
  http://info.library.unsw.edu.au/web/services/services.html
• **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**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au) Provides free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping with Stress’ and ‘Procrastination’. Office: Level 2, 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