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Dear Students

Welcome to your studies in SERV4001 Tourism Policy and Planning. I hope that you will enjoy the course and am confident you will add to your tourism knowledge in the SERV degree program. My hope is that you will enjoy the participatory approach in class and happily meet the various challenges you will experience along the way. Over time – I anticipate and indeed encourage students’ increased contribution. We are together embarking on a great learning journey!

To maximise your benefit from the course experience, it is essential that you understand the course requirements, content, teaching methods, assessment tasks, texts, readings and general expectations. It is a good idea also to read the course outline carefully before the first session. It is designed to equip you with as much information as possible from the start of your course, so that you will know what to expect and also what UNSW Australia expects of you to fulfil course requirements satisfactorily. If you have any questions, please feel free to contact me.

I look forward to our journey into the important world of Tourism Policy and Planning.

Harry Haodong Gu
PART A: COURSE-SPECIFIC INFORMATION

Please consult Part B for key information on ASB policies (including those on plagiarism and special consideration), student responsibilities and student support services.

1. STAFF CONTACT DETAILS

Dr Haodong Gu
Room: Quad Room 3021 (South Wing)
Phone: 9385 9709
Email: h.gu@unsw.edu.au
Consultation Hours: Friday 13:00-14:00; other times by appointment.

2. COURSE DETAILS

2.1 Teaching times and Locations

The course has a three-hour lecture from Week 1 to Week 13:
Lecture time: Friday 09:00-12:00
Lecture location: Old Main Building 144 (K-K15-144)

2.2 Units of Credit

The UOC value for the course is six units of credit. There is no parallel teaching in this course.

2.3 Summary of Course

The course introduces you to key concepts associated with tourism policy and planning and the practical experience of analysis in, and application to, contemporary case studies. The course examines contemporary global tourism issues from the perspectives of government and business.

This course integrates the knowledge developed in Fundamentals of Tourism, Tourism Law/Economics of Tourism and Destination Marketing into a course that uses government policy and planning as the conceptual framework. It examines the importance of tourism policy and planning in terms of sustainable tourism development, addressing the central role of tourism public policy development. The course analyses a range of critical factors such as carrying capacity, yield management and risk management. It focuses on sustainable tourism development to explain the links between these factors and tourism policy and planning.
2.4 Course Aims and Relationship to Other Courses

The prerequisite for this course is SERV2001. The course forms an integral part of the core program in tourism and hospitality for the year four of the Bachelor of Commerce Services Marketing (Tourism & Hospitality). It draws on tourism theoretical concepts to build your understanding of tourism policy and planning at the national, state, local and enterprise level as well as the relationship between government and business and ability to manage that relationship. Key jobs in top organisations now demand that managers have a good working knowledge of business government relationships.

The key focus of this course is development of a deep understanding of key concepts in tourism policy and planning and its challenges. In this course, we encourage high level skills in policy and planning to complement other core courses in the SERV program.

The specific aims of the course are:
1. To explore key concepts in tourism policy and planning from a social, ethical and global perspectives.
2. To demonstrate the application of tourism policy and planning to achieve sustainable tourism management best practice.
3. To use tourism cases in order to analyse tourism policy and planning challenges and develop feasible thoughtful recommendations.

2.5 Student Learning Outcomes

By the end of this course, you should be able to:
1. Demonstrate superior skills to appropriately locate and evaluate tourism policy, planning information, sustainable tourism practices, and then apply the relevant knowledge.
2. Explain and analyse key concepts in tourism policy and planning.
3. Apply the conceptual tools of policy and planning to a wide variety of international tourism cases to analyse situations and evaluate creative, thoughtful feasible solutions for sustainable tourism.
4. Apply high level skills in analytical and critical thinking and for creative problem-solving in sustainable tourism policy and planning.

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 undergraduate students in the ASB. 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’).
ASB Undergraduate Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers. You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators. You should be able to:
   a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
   b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

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 the ethical, social, cultural and environmental implications of business practice. You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Identify social and cultural implications of business situations.

For more information on the Undergraduate 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 ASB undergraduate 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 | Explain and analyse key concepts in tourism policy and planning. | • Individual essay  
• Tourism plan  
• Final exam |
| 2 Critical thinking and problem solving | Demonstrate superior skills to appropriately locate and evaluate tourism policy, planning information, sustainable tourism practices, and then apply the relevant knowledge.  
Apply the conceptual tools of policy and planning to a wide variety of international tourism cases to analyse situations and evaluate creative, thoughtful feasible solutions for sustainable tourism.  
Apply high level skills in analytical and critical thinking and for creative problem-solving in sustainable tourism policy and | • Individual essay  
• Tourism plan  
• Final exam |
|   | Written communication | Construct written work which is logically and professionally presented. | Individual essay  
|   | Oral communication | Communicate ideas in a succinct and clear manner. | Tourism plan presentation  
| 4 | Teamwork | Work collaboratively to complete a task. | Tourism plan  
| 5 | Ethical, social, and environmental responsibility | Demonstrate superior skills to appropriately locate and evaluate tourism policy, planning information, sustainable tourism practices, and then apply the relevant knowledge. | Individual essay  
|   |   |   | Tourism plan  
|   |   |   | Final exam

### 3. LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

There is a mix of teaching strategies which together aim to develop skills (personal and academic) and knowledge associated with the objectives of the course. The delivery is student centred with readings and other preparation for class each week.

At university and especially in a fourth year class, the focus for learning is your self-directed search for knowledge and skill development. Classes, readings, assignments and other resources are all provided to facilitate and enhance this process. The lecturer provides enough time in class for you to share your research results and will help you with the research process.

It’s up to you to balance your commitments to ensure you perform well in each part of the course: preparing for classes, completing assignments, studying for the test and exam, and, of course, seeking assistance or extra work to extend and clarify your knowledge and understanding. It’s a good idea to choose an approach that best suits your learning style and goals, if you have not already one.

#### 3.2 Learning Activities and Teaching Strategies

The course outline is available on the course website which is accessible through the Moodle website or through the School of Marketing website. The lecture notes will be placed on Moodle after each class. Additional reference material on the topics may be advised or handed out to you during the semester. You are advised to prepare for each topic by completing the readings and tasks listed for the week and to participate fully in informed discussion during class.

During the lecture, theories and other relevant information will be expounded by the lecturer. As the course emphasises interactive learning, you are encouraged to participate by commenting on any concept or interest of concern, or by thoughtful querying of any contention. However, major discussions take place during the lectures, where you will also present your research outcomes. The lectures encourage a more relaxed and applied analysis of the topic through set tasks and group work, thereby facilitating your deep learning.
The teaching rationale is that you should take control of your academic and personal development. This in turn leads to increased confidence in students’ learning ability, critical analysis and problem solving, thus preparing you for your future management roles in the tourism or hospitality workforce. Main discussion points of tourism policy and planning cases may not be included in lecture notes as typically visitors or the collective class approach throw up many interesting views and analyses which may be pertinent and examinable.

4. ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:
1. Achieve a composite mark of at least 50;
2. Make a satisfactory attempt at all assessment tasks (see below); and
3. Achieve a minimum of at least 50% on the final exam. Students that do not achieve a 50% on final exam will be given a UF mark.

4.2 Assessment Details

There are three assessments in total, detailed below:

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Essay</td>
<td>20%</td>
<td>Max 2000 words</td>
<td>14:00 Friday Week 8</td>
</tr>
<tr>
<td>Tourism Plan</td>
<td>40%</td>
<td>Presentation (10%)</td>
<td>Presentation due 9:00 Friday Week 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max 4000 words</td>
<td>Report due 14:00 Friday Week 13</td>
</tr>
<tr>
<td>Report</td>
<td>30%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>2 hours</td>
<td>Exam Period (TBA)</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2.1 Individual Essay 20%

Topic: The impact of climate change on tourism policy making
Length: 2000 words
Date Due: 14:00 Friday Week 8

This is an individual assignment as well as a research task. In lectures, the lecturer will invite experts in climate change research to introduce the general situation tourism policy makers are facing. Students should work on this assignment by further investigating the following questions:

a) What policies have already been implemented on tourism to mitigate the climate change?
b) How do these policies work?
c) Are these policies as effective as expected?
d) The avenues for designing new policies to be implemented in the future if you are the policy maker.
Students can focus on one or several tourism policies to write the report. The purpose of the report is not to exhaustively list all tourism policies that are related to environment protection or climate change, but to understand the rationale behind policy making, the ways to evaluate the effectiveness of policies, the implementation process of policies, and how to cope with emerging problems with new policies. So the depth of the research should be focused. Coverage of policies, on the other hand, is irrelevant to our marking criteria.

As a guide to writing your essay, ensure that it includes:
1. An abstract which summarizes the key points of your argument (not included in word count).
2. An introduction outlining the importance of the topic.
3. A discussion section addressing each question.

4.2.2 Tourism Plan 40%

For the assignment you will form a group of three students maximum. You will be tested on the application of tourism policy and planning high level concepts to a real tourism destination. Each group can choose from a list of destinations that will be provided in lectures to avoid working on the same project.

A good way to start the project once the destination is confirmed is to read the current tourism plan of the destination, and provide a critical review on it. Groups will talk about their critical opinions on the current tourism plan in class. An open discussion on each of these critical review helps each group arrive at a clear strategy to develop an updated plan for the destination.

The assignment includes two parts. The first part is the written plan (30%). The maximum length of the report is 4000 words everything inclusive. The second part is the presentation of the plan (10%). The maximum length of the presentation is 30 minutes. A briefing file will be uploaded to Moodle later to specify the detailed requirements.

4.2.3 Final Exam 40%

The coverage of the final exam is all topics weeks 1-13. The duration is two hours. Format of the final exam: multiple choices (10%), four short answer questions (4×5%), and one case study question (10%). The total weight is 40%. The date and time of the exam will be informed through myunsw by the UNSW exam unit.

In addition to the assessment components listed above, students must be prepared to participate in classroom discussions. Participation is through informed discussions and critical analyses; you therefore need to arrive in class having completed the readings and prepared the classroom tasks and in your informal presentations demonstrated your analysis and practical application of theory. Classes are generally interactive and you are encouraged to participate by sharing a tourism experience which highlights some concept or theory of or by querying any contention in an informed or logical manner.
4.3 Assignment Submission Procedure

An assignment coversheet (signed by each group member) is required for the group assignment. This can be found at:

http://www.asb.unsw.edu.au/schools/marketing/studentresources/Pages/default.aspx

To submit written report for both the individual essay and the group tourism plan, please login at UNSW Moodle:

http://moodle.telt.unsw.edu.au

After the login, please select the course SERV4001. In the homepage of the course, assignment information and submission links can be found.

4.4 Late Submission

School of Marketing’s policy is 10% per day for lateness. Consistent with the School of Marketing policy, late submission of written assignments will attract a penalty of 10% per day or part thereof.

Due times and dates for submissions of assignments are strict and failing to meet the deadline – even by a few minutes – will be penalised. Any special consideration for delayed submission due to illness or misadventure must be flagged to the course coordinator before the due date.

**Quality Assurance**

The ASB 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 ASB programs. All material used for such processes will be treated as confidential and will not be related to course grades.

5. COURSE RESOURCES

**Mandatory Text (available for purchase in the UNSW bookshop)**

Dredge and Jenkins (2007), Tourism Planning & Policy, John Wiley & Sons Australia.

See the course page on Moodle for further resources.

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. CATEI, the formal feedback is given towards the end of the semester and items addressed as indicated in the following year.
# 7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Other Activities/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Welcome to the course &amp; course overview.</td>
<td>Form groups for the assignments</td>
</tr>
<tr>
<td>7 March</td>
<td>Briefing of the assignments</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to tourism policy &amp; planning.</td>
<td>Textbook Chapter 1</td>
</tr>
<tr>
<td>14 March</td>
<td></td>
<td>Case study 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Role of government, the state, institutions, and actors.</td>
<td>Textbook Chapter 2</td>
</tr>
<tr>
<td>21 March</td>
<td></td>
<td>Case study 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Special topic of climate change and tourism.</td>
<td>Guest speaker on climate change</td>
</tr>
<tr>
<td>28 March</td>
<td></td>
<td>Case study 3</td>
</tr>
<tr>
<td>Week 5</td>
<td>Historical development. Trends, Perspectives and Practice.</td>
<td>Textbook Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>04 April</td>
<td></td>
<td>Individual essay discussion</td>
</tr>
<tr>
<td>Week 6</td>
<td>Policy instrument, implementation &amp; evaluation.</td>
<td>Textbook Chapter 5</td>
</tr>
<tr>
<td>11 April</td>
<td></td>
<td>Individual essay discussion</td>
</tr>
<tr>
<td>Week 7</td>
<td>Note: Friday this week is good Friday. No lecture.</td>
<td></td>
</tr>
<tr>
<td>18 April</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session break no lectures</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Tourism policy &amp; planning process.</td>
<td>Textbook Chapter 6</td>
</tr>
<tr>
<td>2 May</td>
<td></td>
<td>Case study 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual essay submission</td>
</tr>
<tr>
<td>Week 9</td>
<td>National tourism policy &amp; planning.</td>
<td>Textbook Chapter 7</td>
</tr>
<tr>
<td>9 May</td>
<td></td>
<td>Tourism plan discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Regional tourism policy &amp; planning. Local destination planning and policy.</td>
<td>Textbook Chapter 8 &amp; 9</td>
</tr>
<tr>
<td>16 May</td>
<td></td>
<td>Tourism plan discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Tourism plan presentation</td>
<td></td>
</tr>
<tr>
<td>23 May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Protected lands, marine areas, and Indigenous tourism in Australia.</td>
<td>Textbook Chapter 10, 11 &amp; 12</td>
</tr>
<tr>
<td>30 May</td>
<td></td>
<td>Written tourism plan Q&amp;A</td>
</tr>
<tr>
<td>Week 13</td>
<td>Conclusion: challenges &amp; issues. Review for final exam.</td>
<td>Textbook Chapter 13</td>
</tr>
<tr>
<td>6 June</td>
<td></td>
<td>Written tourism plan submission</td>
</tr>
</tbody>
</table>
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

1. PROGRAM LEARNING GOALS AND OUTCOMES

The Australian School of Business 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 ASB 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>ASB Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts. You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
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<tr>
<td>d. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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</tr>
<tr>
<td>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice. You will be able to:</td>
</tr>
</tbody>
</table>
Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and

Identify social and cultural implications of business situations.

2. 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://info.library.unsw.edu.au/skills/tutorials/InfoSkills/index.htm.

To see if you understand plagiarism, do this short quiz: http://www.lc.unsw.edu.au/plagiarism/plagquiz.html.

For information on how to acknowledge your sources and reference correctly, see: http://www.lc.unsw.edu.au/onlib/ref.html.

For the ASB Harvard Referencing Guide, see the ASB Referencing and Plagiarism webpage (ASB >Learning and Teaching>Student services> Referencing and plagiarism).

3. 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.


3.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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

3.2 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

3.3 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

3.4 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/

3.5 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.

4. 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). Then 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 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 lodged an online application for special consideration.

4. Decisions and recommendations are only made by lecturers-in-charge, 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.

**ASB Policy on requests for Special Consideration for Final Exams in Undergraduate Courses:**

The policy of the School of Marketing is that the lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.

2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require that the student must at least have completed all individual assessments and performed satisfactorily, or achieved a minimum mark (50%) on all assessments, and has met the obligation to have attended 80% of lectures.

3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

**Special Consideration and the Final Exam:**

Applications for special consideration in relation to the final exam are considered by an ASB Faculty panel to which lecturers-in-charge provide their recommendations for each
If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for ASB supplementary exams for Semester 1, 2014 are:
   - 15th July – exams for the School of Accounting
   - 16th July – exams for all Schools except Accounting and Economics
   - 17th July – exams for the School of Economics
   If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. Supplementary exams will not be held at any other time.

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student’s original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Failure to attend the supplementary exam will not entitle the student to have the original exam paper marked and may result in a zero mark for the final exam.

   If you attend the regular final exam, you are extremely unlikely to be granted a supplementary exam. Hence if you are too ill to perform up to your normal standard in the regular final exam, you are strongly advised not to attend. However, granting of a supplementary exam in such cases is not automatic. You would still need to satisfy the criteria stated above.

The ASB’s 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

5. STUDENT RESOURCES AND SUPPORT

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

- **ASB Education Development Unit (EDU)**
  http://www.asb.unsw.edu.au/learningandteaching Click on ‘Student Services’. Academic writing, study skills and maths support specifically for ASB students. Services include workshops, online resources, and individual consultations. EDU Office: Room GO7, Ground Floor, ASB Building (opposite Student Centre); Phone: 9385 5584; Email: edu@unsw.edu.au. Visit us on Facebook: www.facebook.com/educationdevelopmentunit.

- **ASB Student Centre** http://www.asb.unsw.edu.au/requests
Advice and direction on all aspects of admission, enrolment and graduation. Ground Floor, West Wing, ASB Building; Phone: 9385 3189

- **Moodle eLearning Support**: For online help using Moodle, follow the links from [www.elearning.unsw.edu.au](http://www.elearning.unsw.edu.au) to *Moodle / Support for Students*. 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))
  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**: 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)
  UNSW Library Annexe (Ground floor).

- **UNSW Counselling and Psychological Services**
  [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au) 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, Quadrangle East Wing; Phone: 9385 5418.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  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.