



Business School

School of Marketing

Never Stand Still

Business School

MARK 2055

Services Marketing and Management

Course Outline

Semester 1, 2015

Part A: Course-Specific Information

**Part B: Key Policies, Student Responsibilities
and Support**

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Christine Mathies
Office: Quadrangle Building, Room 3020
Consultation hours: Tuesday, 1-3pm, or by appointment
Telephone: 9385 3376
email: c.mathies@unsw.edu.au
Skype: christine.mathiesunsw

Please contact me via email or phone if the consultation hours are not suitable for you. If I am unable to answer the phone, please send an email. I will respond to emails as soon as possible, but please keep in mind normal office hours and weekends.

I have set up discussion forums on the UNSW Moodle site for this course for general enquiries, clarification questions, and questions about assignments and class exercises. Please use the discussion forums as the primary point of contact.

2 COURSE DETAILS

2.1 Teaching Times and Locations

This course is taught as a 3 hour class (with a short half-time break); there are no separate lectures and tutorials, except for Week 11 where we break out into 4 groups.

Classes start in Week 1(to Week 12). The time and location are:
Tuesdays, 9am-12pm, Colombo Theatre A (Map Reference B16).

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

As consumers, we purchase services every day – be they retail banking, using a supermarket or restaurant, a holiday, medical services, transportation, visiting immigration consultants, travel agents or hairdressers (higher education is also a service!). Professional services (of a B2B or B2C nature) are also prominent – e.g., legal services, financial planning, accountancy, architects, management consultancy, financial services, information technology, market research, and engineering services. Experiential services (tourism, sport, theatre) are also growing, and many product-based organisations (e.g., IBM, Federal Express) have a strong service component.

This course was developed because for business in all industries service provision is a key differentiator. The implications of service provision and how services are best managed and marketed are steadily gaining importance. Therefore, students who plan to work in service industries, or the customer service division of manufacturing industries, must be prepared sufficiently to do so. This course aims to help students understand the practical implications of the unique characteristics of services and service provision and to help them cope with the challenges of marketing and managing a service. To achieve this aim, we build upon and expand the marketing management concepts and models and adapt them to the services sector.

2.4 Course Aims and Relationship to Other Courses

Services Marketing and Management (MARK2055) is a level two marketing elective. It builds on the concepts taught in Marketing Fundamentals (MARK1012) and applies them to the services industries sector.

The central aim of this course is to introduce students to services marketing and to develop an understanding of the fundamental concepts and strategies that differentiate the marketing of services from the marketing of tangible goods. The key course objectives are as follows:

1. Developing an understanding of the challenges involved in marketing and managing services as opposed to manufactured goods.
2. Identifying and analysing the various components of the “services marketing mix” and the importance of service design.
3. Understanding key issues concerning the management and measurement of service quality and customer satisfaction.
4. Appreciating the intertwined role of service personnel and customers with respect to service delivery, service failures, and service recovery issues.
5. Identifying strategies to address service organisation issues such as managing supply and demand, relationship management, and the overlap in marketing, operations management, and human resource systems.
6. Developing important workplace skills such as cooperation, teamwork, meeting deadlines, report writing, and oral presentations, through group projects and cooperative learning activities.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate 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 Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

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

Business 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.

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):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all Business undergraduate postgraduate coursework [delete one] students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	<ul style="list-style-type: none"> - Understand the key concepts and principles of services marketing. - Explain how the unique characteristics of service products impact on design and execution of marketing strategies for services. - Describe the problems faced by services marketing professionals as well as tools and models managers might employ to increase customers' perceptions of satisfaction, service quality and value. 	<ul style="list-style-type: none"> - Final Exam - Individual Readiness Assurance Tests

2	Critical thinking and problem solving	<ul style="list-style-type: none"> - Understand how different elements of the services marketing mix can be used to address a range of marketing issues facing services organisations. - Distinguish different service types that make up the services industry and draw implications for marketing strategy development. - Foster critical thinking and problem solving skills in services marketing and management. 	<ul style="list-style-type: none"> - Group project - In-class exercises - In-class case studies - Team Readiness Assurance Tests
3a	Written communication	<ul style="list-style-type: none"> - Construct written work which is logical, structured, succinct, and professionally presented. 	<ul style="list-style-type: none"> - Group project (Business proposal)
3b	Oral communication	<ul style="list-style-type: none"> - Communicate ideas in a succinct and clear manner. 	<ul style="list-style-type: none"> - Not separately assessed.
4	Teamwork	<ul style="list-style-type: none"> - Plan and execute a project as part of a team and employ effective and efficient group work strategies in a problem solving environment. 	<ul style="list-style-type: none"> - Team Contribution (peer assessed) - Team Readiness Assurance Tests
5a.	Ethical, social and environmental responsibility	<ul style="list-style-type: none"> - Not specifically addressed in this course. 	
5b.	Social and cultural awareness	<ul style="list-style-type: none"> - Not specifically addressed in this course. 	

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course will be taught in a 3 hour block, with a short half-time break. There will be no separate lectures and tutorials, however there will be short lecture segments and tutorial-style exercises and case studies during class.

This course adopts Team-Based Learning™ (TBL). TBL is a special form of team learning and flipped classroom pedagogy, which uses a “specific sequence of individual work, group work, and immediate feedback”. With TBL, students are motivated to be accountable to their peers and teacher, the discipline knowledge, and rigorous critical thinking¹. This allows us to spend more valuable class time on real-life business cases where students make complex decisions based on the application of the course concepts, rather than the uni-directional approach of presenting these concepts in a lecture format.

¹Michael Sweet, What is TBL. www.teambasedlearning.org.

3.2 Learning Activities and Teaching Strategies

The focus in this course is on the application of course concepts and problem solving via a Team-Based Learning™ approach, not so much on the content transmission typical for traditional lectures.

In TBL weeks (Weeks 4, 7, and 10), the following format will apply:

1. You are required to complete some pre-assigned readings/materials prior to class in order to acquire initial knowledge about the week's core concepts. Specific reading guides will help you to focus on the most important aspects of the readings.
2. You will complete an "Individual Readiness Assurance Test IRAT" followed by a "Team Readiness Assurance Test TRAT". These short multiple-choice tests are designed to guarantee that all students have acquired the necessary knowledge of the services marketing concepts covered in the readings.
3. This is followed by a mini-lecture covering the concepts that were most problematic for students.
4. We spend most of the class time on application and problem solving activities which require you to make specific decisions.

Other weeks will follow more of a traditional lecture-tutorial style format, where we

1. Will cover the core concepts in a lecture segment at the beginning of the class. In these weeks, preparation of pre-class readings/materials are still mandatory.
2. Spend the remainder of the class on application and problem solving activities.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50;
- make a satisfactory attempt at all assessment tasks (see below);
- achieve a mark of at least 50% on the final exam; and,
- attend at least 80% of the scheduled classes (see also (5) in section 4.2. below)

4.2 Assessment Details

There are four assessment areas in this course: An individual final exam, individual readiness assurance tests, group performance (consisting of a group project and team readiness assurance tests), and team contribution (based on team evaluation).

The first challenge in TBL will be to give you, the students, control over the allocation of marks to the set assessment tasks – see note below table.

Assessment Task	Weighting Range *	Weighting	Length	Due Date
(1) Research Participation ¹	3%	3%	Up to 1 hour	To be advised
(2) Final Exam ²	(20-50%)	___%*	2 hours	University Exam Period
(3) Readiness Assurance Tests	(10-30%)	___%*	10-15 MC Questions	Weeks 4 (24/3), 6 (14/4), and 9 (5/5)
- (2a) IRAT - (2b) TRAT	- (20-70%) - (20-70%)	- ___% - ___%		
(4) Team Project	(20-50%)	___%*	3 page document & 8 min presentation	Week 11 (18/5 & 19/5)
- (3a) Document to CEO	- 80%	- ___*0.8 %		
- (3b) Presentation	- 20%	___*0.2 %		
(5) Team Contribution	(10-20%)	___%*	Peer assessed	Weeks 6 (14/4) and 12 (29/5)
Total		100%		

* Please note that **the final weighting of each assessment component** will be determined by representatives of student teams during class **in Week 1**. The only weighting that is pre-set is *within* the Team Project, where the written document counts for 80% and presentation counts for 20% of the total Team Project marks. The weightings within Readiness Assurance Tests can be set within the upper and lower bounds for Individual and Team Readiness Assurance Tests.

The weightings marked with * in the table above will be set for the **entire class** with the following process:

1. Each student team set preliminary weightings (or acceptable ranges), record them on a weighting form distributed in class, and select one member of their team to meet with other teams' representatives.
2. All team representatives will meet at the front of the lecture theatre do find a consensus (this means everyone has to be in agreement!) about the weightings for the entire class.
3. If the representatives fail to reach consensus within 15 minutes, the lecturer reserves the right to determine weightings without input from students.
4. There are only the following limitations (see Table above) :
 - Readiness Assurance Tests must be worth between 10% and 30%.

- Team Project must be worth at least 20%, and no more than 50%.
- Team Contribution must be assigned between 10% and 20% of total marks.
- The Final Exam must be worth a minimum of 20%, and no more than 50%.
- The relative weighting of written document and presentation in the Team Project category are set at 80% and 20% respectively.
- Weightings must add up to a total of 100%

¹ Participation is optional but encouraged.

² If you are unable to participate, or choose not to participate, the final exam will be worth an extra 3% (i.e., ranging from 23-53%)

(1) Research Participation (worth 3%)

You may have the opportunity to participate in a real life marketing research conducted by the school. Participation in two projects will be awarded with 3% of the overall course mark. ***The 3% is part of course assessment, and NOT A BONUS 3% on top of the 100%.*** Separate details will be provided once the research project allocations have been finalised.

If you do not wish to participate, or if there are no research projects offered, the final exam component will account for an extra 3%, i.e. ranging from 23% to 53%, of the overall course grade.

(2) Final exam (during formal exam period, worth 20-50%)

The final exam will involve a 2-hour closed book exam. The exam will cover all lecture material, relevant textbook chapters, tutorial readings, and case studies. The format of the exam will be multiple choice questions, a choice of short answer questions and one essay question. More information about the exam format will be given in class closer to the end of semester.

Students can undertake revision for the exam on a weekly basis by addressing the review questions provided at the end of each chapter from the textbook that relate to each week's lecture topic. These are a good indication of the style of short answer questions that will be asked in the final exam.

(3) Readiness Assurance Tests RAT (worth 10-30%)

Each RAT will cover the pre-class materials assigned for that particular week. You will also receive a short reading guide to assist with your preparation.

Each RAT has equal weight (1/3 of marks). If you miss one RAT and can provide a medical certificate, your overall RAT marks will be based on the remaining two RATs. If you miss more than one RAT, you cannot receive more than half of the possible marks.

(3a) Individual Readiness of Assurance Tests IRAT

There are three closed-book IRATs, held at the beginning of class in Weeks 4 (24/3), 6 (14/4), and 9(5/5). These are multiple choice tests with 10-15 questions each.

The purpose of IRATs is to ensure that all students have a solid understanding of the week's core concepts based on pre-class preparation.

(3b) Team Readiness of Assurance Tests TRAT

After the answer sheets of each IRAT in Weeks 4 (24/3), 6 (14/4), and 10 (12/5) have been collected, students will complete the same set of questions covered in the IRATs as a team. Teams will work together and discuss their answer options, and complete the special TRAT answer sheet together. TRATs are also closed book tests.

Once all teams have completed their answer sheet, students can refer to their class materials and appeal any questions they answered incorrectly. Once the team has researched the 'right' answer, you can submit an appeals form with your rationale and defence for your 'wrong' answer. These will be considered after class and marks will be adjusted where appeals are granted.

PLEASE NOTE: WE WILL COMPLETE A PRACTICE IRAT AND TRAT, INCLUDING APPEALS PROCESS, IN WEEK 1.

(4) Team Project: Catalyst Money-Illawarra Credit Union (worth 80% of Team Performance weighting, i.e. 16-56%)

Background

"Community Alliance Credit Union (CACU) was formed in 2003 with the merger of Unicom Credit Union (Catalyst Money) and Illawarra Credit Union. Since then, the Credit Union has operated as a multi branded organisation which was joined by Shoalhaven Paper Mill Employees Credit Union and Western City Credit Union in 2006.

Community Alliance Credit Union is a proudly member-focussed organisation, committed to providing quality financial solutions for the community.

Community Alliance Credit Union has continued to grow and now provides financial solutions for approximately 36,000 members, serviced by 9 branches. The Credit Union has over \$470 million in total assets and employs more than 100 people."
(<http://www.catalystmoney.com.au/about-us-history-2.html>)

The Challenge

A multi-brand strategy is not workable for a small organization such as CACU. They simply do not have the marketing capital or resources to drive a multi brand strategy successfully.

The Project

Assume you are the Marketing Director of Illawarra Credit Union (ICU). In **pre-assigned teams** of approx. 4-6 students, you will apply your services marketing knowledge to provide your recommendations for ICU's brand strategy. As part of this task, you will complete background work which allows you to answer the following issues (but is not limited to this!): You will research, analyse and evaluate the option of a single brand strategy for the ICU. In light of digital disruption, should ICU in its single brand strategy approach bet all its marketing resources within the digital sphere? How does a brand make a recognised impact in the digital space?"

It is also important that you consult the relevant services literature to substantiate your proposal. There is no prescribed format or table of contents.

Develop a concise, **3-page document for the CEO of CACU**, convincing them that your team's idea for solving the multi-brand dilemma is the best way forward. You only have **3 pages** to communicate to the CEO your decision regarding the branding strategy. In order to prepare a convincing, well-researched, and carefully argued document, **you need to do substantial background work. Please do not confuse a short written document with a quick and easy project – the opposite applies!**

In Week 3, students will receive a detailed project introduction in class. Please also refer to the additional project brief in Moodle.

Please refer to Moodle for specific marking criteria.

You will also need to present the highlights of your solution in an **8 minute presentation** to class in Week 11 to discuss your proposal with other teams and to convince your peers that your solution is the best.

Assignment Format and Submission:

There is no lengthy report, no SWOT analysis, no essay. However, you need to do the legwork – and this is a substantial task! – to propose , and write an **exceptional 3-page (single-spaced, 2.5cm margins, 11pt font) document** to convince the CEO of ICU to implement your idea. The document should be presented and formatted so that you could send it off to ICU's CEO without making any changes. 80% of your team project marks will be based on the proposal.

Each team is expected to submit

- a) an electronic copy of your proposal via UNSW Moodle by 5pm, **Monday** 18 May 2014 (Week 11).
- b) a hardcopy of your proposal, with an attached group assignment cover sheet, in class in Week 11 (19 May).

Please also **prepare a short 8 minute presentation for class in Week 11 (19 May)**, which clearly states your overall solution, as well as the top 5 arguments to support your decision. Presentation slides are optional – get creative! The presentation is worth 20% of your team project marks, and the aim is to convince your fellow students that your solution is the best.

(5) Team Contribution (worth 10-20%)

Each team member will evaluate the contributions of all other team members (not themselves) at two different points, once in Week 6 and again in Week 12 using WebPA on the course Moodle site.

This is NOT a peer assessment to adjust team project grades, but an assessment of your team work skills and efforts, graded by your team members.

You should note that students who do not complete both peer evaluations will receive a team contribution mark of zero.

You must differentiate your ratings, i.e. do not give each team member exactly the same score. Team members bring different strengths to a project, and this should be reflected in your ratings. You will receive a detailed list of criteria to guide your ratings, and you will also provide comments about each team member's strengths and weaknesses.

Each student's team contribution score will be the average of the points received in Weeks 6 and 12, and will be scaled to a bell curve *within* teams. This means you cannot help everyone in your team get a high mark by giving everyone a high peer evaluation score.

Each student will receive the collated anonymous verbal feedback from their team members' Week 6 evaluation in Week 7. This allows students to adjust their teamwork behaviours if required. Results from the Week 12 evaluation will be shared during the university study break.

In your ratings, you should consider your team members' contributions to all team tasks, i.e.

- TRATs
- In-class case studies
- Team project

as well as their attendance in class and at team meetings. If students do not meet the minimum 80% attendance requirement, team contribution marks will be capped at 50%.

4.3 Late Submission

Late submissions for the group project proposal will attract a penalty of 10% per day (including weekend), and will no longer be accepted after May 25, 5pm.

A no-show for the presentation cannot be accepted and will result in zero marks.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

The website for this course is on Moodle at:

<https://moodle.telt.unsw.edu.au/login/index.php>

The textbooks for this course are:

- Textbook:
Lovelock, Christopher. H., Paul G. Patterson and Jochen Wirtz (2014), *Services Marketing: Text, Cases and Readings*, 6th edition, Pearson Education: Sydney.
Available at the UNSW bookshop and library.

- Additional readings and class activities:
All reading guides, required readings, videos, case studies and other materials for class activities are available electronically on Moodle.
- Additional material:
Please visit the Moodle regularly, as all lecture notes and additional current material will be posted there.

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester CATEI evaluations and also encourage any comments or suggestions throughout the semester. Feedback from previous students indicated that pre-course readings were too cumbersome, the three-hour teaching block needed more structure, and that working on a real-life project with an industry partner was an invaluable experience. As a result of this feedback, we will work again with an interesting industry partner, the project brief is more detailed, and each lecture will follow a clear schedule. Pre-class readings have been complemented by videos and other materials.

7 COURSE SCHEDULE

Week	Topic	Activities	Other Activities/ Assessment
Week 1 2 March	Introduction to <ul style="list-style-type: none"> - the course, - services marketing, and - team-based learning 	Team Allocation Grade Weighting Test RAT	
Week 2 9 March	<ul style="list-style-type: none"> - Positioning services - Customer Satisfaction and Service Quality 	Case Study: We can hear you now	
Week 3 16 March	Project Briefing: Beth Cooper, Marketing Consultant Illawarra Credit Union	Team project: Program Q&A	
Week 4 23 March	<ul style="list-style-type: none"> - Communicating and Promoting Services, 	Case Study: Maersk Line – B2B Social Media	- RAT (IRAT & TRAT)
Week 5 30 March	<ul style="list-style-type: none"> - Service Brands 	Team Project work: Branding	
Mid-semester break: Good Friday 3 rd April -Sunday 12 April			
Week 6 13 April	Service design <ul style="list-style-type: none"> - Service Environment - Customer Touchpoints 	Case Study: Intermountain Health Care	<ul style="list-style-type: none"> - Team Contribution Assessment - RAT (IRAT & TRAT)
Week 7 20 April	<ul style="list-style-type: none"> - Developing a service product - Service Product Innovation 	Case Study: Dabbawala	-
Week 8 27 April	Relationship Marketing & Loyalty Programs	Case Study: Cineplexx Case Study	
Week 9 4 May	Pricing, Capacity and Demand	Case Study: Palapa	- RAT (IRAT & TRAT)
Week 10 11 May	Service Failure and Recovery	Case Study: Mount Rundle Hotel Banff	
Week 11 18 May	Presentation of Project Results	Discussion of Project Results	<ul style="list-style-type: none"> - Project proposal - Presentations
Week 12 25 May	<ul style="list-style-type: none"> - Capstone lecture - Exam Q&A 	Critical Application: The Quality-Productivity Trade-off	- Team Contribution Assessment

This schedule may be changed. A weekly reading guide is available.

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

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

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

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

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

Business 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 will 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.

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.

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.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

10.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see:

<https://student.unsw.edu.au/attendance>

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

10.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course 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

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

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My

Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>

2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

Business School policy on requests for special consideration for Final Exams in undergraduate courses:

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 at least 45% in each assignment and meeting the obligation to have attended 80% of tutorials.
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 in undergraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. 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 Business School supplementary exams for Semester 1, 2015 are:
14th July – exams for the School of Accounting
15th July – exams for all Schools except Accounting and Economics
16th 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 Business School's Special Consideration and Supplementary Examination Policy and Procedures for Final Exams for Undergraduate Courses is available at:

www.business.unsw.edu.au/Students-Site/Documents/supplementary_exam_procedures.pdf.

Special consideration and assessments other than the Final Exam in undergraduate courses:

IRATs and TRATs: If a student misses one of the three test dates, but provides a medical certificate, the overall marks will be based on the remaining two. If more than one IRAT and/or TRAT is missed, please arrange alternative assessment with your lecturer in charge.

Team project: Please apply for special as outlines above.

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>
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>
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> Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.
- **UNSW Counselling and Psychological Services**
<https://student.unsw.edu.au/wellbeing> Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.
- **Student Equity & Disabilities Unit** <http://www.studentequity.unsw.edu.au>
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