



Business School

School of Marketing

Never Stand Still

Business School

MARK 6104 Services Marketing 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
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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. Meetings can also be arranged before or after class if needed. 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.

2 COURSE DETAILS

2.1 Teaching Times and Locations

This course is taught as a 3 hour class (with a short half-time break).

Classes start in Week 1 (to Week 12). The time and location are:
Wednesdays, 6-9pm, ASB 220 (Map Reference E12).

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

Today, services are the growth engine of developed economies. A central theme of this course is that services (the focus is on consumer services rather than B2B) possess a set of unique characteristics that require a distinctive approach to marketing strategy - both in its development and execution. This is not to say that the approach is unique, but rather distinctive. Therefore we build upon and expand marketing management concepts and models and adapt them to the services sector. We will use marketing frameworks to examine how to improve service quality, increase and maintain customer satisfaction levels, generate customer loyalty and create a healthy service culture within the firm. In services we discuss the 7 Ps of the 'Services Marketing Mix' (the traditional 4 Ps plus people, processes, and physical evidence). Since many services have a strong people or employee component (the fifth "P" of the services marketing mix), we devote time to examining successful internal marketing and the pivotal role of front line employees.

2.4 Course Aims and Relationship to Other Courses

This course is offered as an elective in the Master of Marketing degree.

This course builds upon and expands marketing concepts and models that you would have studied in other marketing courses and adapts them to the services sector. A study of service markets also complements the wider array of subjects taught in the Master of Marketing program.

2.5 Student Learning Outcomes

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

1. Demonstrate and explain how the characteristics of consumer service products differ from tangible goods, and how this impacts on design and execution of marketing strategies.
2. Explain a range of emerging issues and challenges facing service marketing management.
3. Apply tools and models that managers might employ to increase customer(client) perceptions of satisfaction, service quality and value
4. Apply the 7 Ps of the services marketing mix to develop a product or marketing strategy for a service organisation.

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

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the 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 Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

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.

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 postgraduate coursework 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"> - Demonstrate and explain how the characteristics of consumer service products differ from tangible goods, and how this impacts on design and execution of marketing strategies. - Explain a range of emerging issues and challenges facing service marketing management. 	<ul style="list-style-type: none"> • Exam • Individual Assignment
2	Critical thinking and problem solving	<ul style="list-style-type: none"> - Apply tools and models that managers might employ to increase customer(client) perceptions of satisfaction, service quality and value - Apply the 7 Ps of the services marketing mix to develop a product or marketing strategy for a service organisation. 	<ul style="list-style-type: none"> • Pricing Simulation • Individual Assignment • Exam
3a	Written communication	<ul style="list-style-type: none"> - Construct written work which is logically and professionally presented. 	<ul style="list-style-type: none"> • Pricing Simulation • Individual Assignment
3b	Oral communication	<ul style="list-style-type: none"> - Communicate ideas in a succinct and clear manner. 	<ul style="list-style-type: none"> • Part of participation mark but not separately assessed.
4	Teamwork	<ul style="list-style-type: none"> - Not specifically addressed in this course. 	<ul style="list-style-type: none"> • Not separately assessed
5a.	Ethical, social and environmental responsibility	<ul style="list-style-type: none"> - Not specifically addressed in this course. 	<ul style="list-style-type: none"> • Not separately assessed
5b.	Social and cultural awareness	<ul style="list-style-type: none"> - Not specifically addressed in this course. 	<ul style="list-style-type: none"> • Not separately assessed

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The learning experience in this course is based on an active, adult-learning approach that values interactive learning and teaching. The foundations of this approach are tailored readings and/or multi-media materials for each topic, combined with students' experiences and challenges from their workplace and as service consumers. The aim is to encourage student contributions through structured class activities, discussions, questions, and examples. In-class exercises focus on practical examples and case studies to help students explore and apply the learned services marketing concepts. This means classes are hands-on and usually require some preparation. Assignments and case studies are designed to reinforce and apply service marketing concepts in a range of contextual settings.

All class materials will be uploaded to UNSW Moodle to allow you to preview lecture slides and readings to ensure you can concentrate on listening and critical thinking during class time. It is your responsibility to **study the assigned readings prior to class** to allow you to contribute, participate intelligently and thus gain maximum value from the course. Wherever possible, readings and useful additional material will be posted on the course website.

3.2 Learning Activities and Teaching Strategies

Each three hour class will be a mix of lecture-style segments and interactive class exercises. Lecture segments will primarily summarise and synthesise the key points in the chapters and readings and explain and/or elaborate upon the more difficult principles. Furthermore this time will be used to provide real world examples and managerial implications of theories, concepts and models. In interactive class modules, we will primarily focus on case studies of service organisations, practical exercises and discussion of assigned readings to reinforce concepts.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Class Participation & Case discussion	20%	See below	Ongoing
Pricing Simulation Game & Reflection	10%	500 words	Week 8 (April 29)
Individual Assignment	30%	Max 11 pages	Week 11 (May 20)
Final Exam	40%	2 hours	University Exam Period
Total	100%		

(1) Class Participation and Case Discussion (worth 20%)

My expectations are that this class is a standing business appointment and your presence and preparation is required. Case studies and occasionally discussion questions will be posted on UNSW Moodle at least one week prior to each class.

Your attendance and participation throughout classes will be monitored. You are expected to actively participate in class activities, group discussions, and case analyses, and provide answers to questions. Please refer to the appendix for guidelines on how participation marks will be allocated.

For the case studies that will be discussed in class, every student should write up short 1-2 page case preparation notes. The objectives of the case write-ups are to engage students with the problems raised in the case study, to encourage exploration and application of relevant services marketing concepts, and to practice preparing concise summary notes.

Each case study write up should be no longer than two pages, typed in 12 point font and contain appropriate headings. Bullet point format is acceptable. A good case study write up should include:

- A 1-2 sentence problem statement summarising the crux of the case.
- A brief summary of the main issue(s); you might find it helpful to reflect on the discussion questions at the end of the case, where applicable.
- Recommend and justify possible solution to the case, anchored in the relevant literature where possible

(2) Pricing Simulation game (worth 10%; played Weeks 7-8; reflective journal due 29 April)

Every student needs to complete the simulation between Weeks 7 and 8. This is a (ungraded) prerequisite. Up to 10% of course marks will be awarded for completing the 500 word reflective diary (guidelines to be provided in Week 1).

The simulation game centres around pricing decisions you must make each month for a car rental company operating in a competitive market and in several cities. It draws heavily on Chapters 6 & 7 in your textbook (understanding pricing decisions, revenue management concepts and balancing capacity and demand).

(3) Individual Assignment (worth 30%, due 20 May)

Option 1: Service Encounter Diary

You are to document your experiences with an extended service encounter - i.e., describe *what happened and how you felt*. This extended service encounter might, for example, be an 8 hour flight from Jakarta or Bangkok to Sydney; an extended stay in hospital; a series of visits to a bank to get a housing loan, an overnight (or longer) stay in a hotel; or it might be a series of transactions with a business service provider (architect, accountant, consultant). The encounters might be in Australia or overseas. Each of these examples involves multiple 'service encounters'. Please refer to Moodle for examples and a diary template.

The Service Encounter Diary is designed to help you understand customer expectations, and why as consumers we are sometimes satisfied or dissatisfied with the service experience. By recording and analysing your own experiences, particularly in reference to the theories, tools and techniques of services marketing, you should begin to discover what is truly needed to satisfy a customer.

You are required:

1. To document what happened at each service encounter and how you felt. You are also required to give a satisfaction rating, a value for money rating and whether you would recommend this service provider to a close friend or family member (all using 5 point scales). This should not exceed five (5) pages.
2. To analyse your overall (dis)satisfaction, quality and value judgements about the service provided in terms of services theory and concepts. Based on this analysis, make a series of recommendations for improvement (please use bullet points and keep it to a maximum half page) or if your experience was a very satisfying one, then indicate what lessons are there for other service organisations. This analysis phase must not exceed six (6) typed pages.

OR

Option 2: Customer Experiences Value Chain

Conduct your own research (qualitative) and develop a customer experience management (CEM) strategy for a service firm of your choice. The underpinning framework for your analysis and strategy should be based on the CEM and services marketing literature, lectures and text.

Your plan should identify all customer touchpoints and where customer value is created (and, of course, with the relative value 'weights'). Further, the service firm you choose may be large or small, profit or not for profit. It may be an Australian company or one from your home country (in the case of overseas students).

Your final report should be structured around three (3) main headings. First should be a half page Introduction, briefly describing the organisation and its products (services). Second is an audit (description and critique) of the current state of CEM in the organisation. The third section should be a plan of action (strategy) for the next 1-2 years.

OR

Option 3: Process Improvement Audit

Service firms typically struggle in dealing with the competing priorities of cost reduction (improving productivity) and delivery of good customer perceived service quality.

You are to select an organisation and:

(1) undertake a process improvement audit using 'lean' production improvement techniques. Your focus should be on a particular unit/function (e.g. contact call centre) rather than the entire organisation; and

(2) based on your audit, recommend changes to design and implementation of the service delivery processes.

The overriding purpose of your audit and subsequent recommendations is to configure a way that the service organisation can deliver better (or at least equal) quality service at a reduced cost of operation.

Note: Your report should include a blueprint of both the existing and recommended service delivery processes.

References

1. Abdi, F. Shavarini, S. and Hoseini, S. (2006), "Glean lean: how to use lean approach in services industries?" *Journal of Services Research*, 6 (Special Issue), 191-206.
2. Allway, M. and Corbett, S. (2002), "Shifting to lean service: stealing a play from manufacturers' playbooks", *Journal of Organisational Excellence*, 21(2), 45-54.
3. Atkinson, P. (2004), "Creating and implementing lean strategies", *Management Services*, 48 (2), 18-33.
4. Bitner, M. J. , A. L. Armstrong and F. E. Morgan (2008), *California Management Review*, "Service Blueprinting: A Practical Technique for Service Innovation".
5. Piercy, N. and Rich, N. (2009), "High quality and low cost: the lean service centre," *European Journal of Marketing*, 43 (11/12), 1477-1497.
6. Patricio, L., R. P. Fisk and J. Falcao e Cunha, (2008), *Journal of Service Research*, 10 (4), May, 318-334.
7. Swank, C. (2003), "The lean service machine", *Harvard Business Review*, October, 123-129.

Assignment Format:

Clearly show your name, student number and course name/number. Your report should be 10 – 11 pages in length, typed in double spacing, 12 point font and should contain appropriate headings and an appropriately annotated bibliography (4-6 different references). Technical appendices are not included in this page count.

(4) Final exam (during university exam period, worth 40%)

The final exam will involve a 2-hour closed book exam. The exam will cover all class material, relevant textbook chapters, readings, and case studies. The format of the exam will be a selection of short answer questions, and a case study with several application questions. Students will receive a copy of the case (but not the accompanying questions) in Week 11. More information about the exam format will be given in class in Weeks 11 and 12.

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.

4.3 Assignment Submission Procedure

Please submit an electronic copy of your assignments on the due date before you come to class, via UNSW Moodle. Alternatively, you may choose to submit a paper copy of your assignment in class, in addition to the electronic submission.

Note: It is your responsibility to keep a written copy of your assignment.

Assignments will generally be marked and be made within two weeks of the due date. All grades and feedback will be distributed via the course Moodle site.

Master of Marketing Grade and Mark ranges

The progressive assessment during the session (either by assignments, participation and/or a mid-session examination) grades will be provided to students in a form of a letter grade (not as a mark) as follows.

Grade	Mark	Explanation
A	75 - 100	A superior to outstanding performance
B	60 - 74	A good performance
C	50 - 59	An acceptable level of performance
Fail	0–49	Performance below minimum level of competence

Course results as a final mark are released to students and are made available ONLY via MyUNSW (not by the lecturer) following a UNSW Business School sub-committee meeting to approve distribution of marks.

4.4 Late Submission

Late submission will incur a penalty of 10% of the percentage weight of the assessment component or part thereof per day (including weekends) after the due date, and will not be accepted after 5 working days. An assignment is considered late if either the paper copy or the electronic copy has not been submitted on time.

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:

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

Please check Moodle regularly for course updates; all case studies, readings, and other materials are also available via Moodle.

The textbook for this course is:

Lovelock, Christopher. H., Paul G. Patterson and Jochen Wirtz (2015), *Service Marketing: An Asia Pacific and Australian Perspective*, 6th edition, Pearson Education: Sydney.

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 CATEI evaluations.

7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lecture Topic	Class Activities & Readings/ Materials	Other Activities/ Assessment
Week 1 4 March	Introduction to Services Marketing	Chapter 1	
Week 2 11 March	Consumer behaviour in service settings; Developing service products	Chapter 2 Ramaswamy (2009)	
Week 3 18 March	Service Design	Chapter 10 Case: Intermountain Health Care	
Week 4 25 March	Guest Lecture: Paul Patterson Customer service function Service-profit-chain	Chapter 11 Case: MK Restaurants	
Week 5 1 April	Guest Lecture: Ko de Ruyter – Self Service Technologies	TBC	
Mid-semester break: Good Friday 3 rd April -Sunday 12 April			
Week 6 15 April	Service failure, complaint behaviour, and service recovery	Patterson et al (2009)	
Week 7 22 April	Pricing Strategies, Capacity and Demand	Pricing Simulation Kim, Natter & Spann (2009)	
Week 8 29 April	Pricing Simulation Debrief	Case: Palapa Politics	Pricing Simulation reflection due
Week 9 6 May	Customer relationships and loyalty programs	Case: Cineplexx Nune & Dreze (2006)	
Week 10 13 May	Customer satisfaction and service quality	Application: Customer Satisfaction Measurement	
Week 11 20 May	Customer satisfaction and service quality	Application: Analysing and Using customer satisfaction data	Individual assignment due
Week 12 27 May	The quality productivity trade-off Course summary and revision	Heracleous& Wirtz (2010)	

PLEASE NOTE THAT THIS SCHEDULE MIGHT CHANGE.

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 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).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:
<https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf>
<https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf>
<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>

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.

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