UNSW Business School

School of Marketing

MARK3054

Marketing Analytics and Big Data

Course Outline

Semester 1, 2017

Part A: Course-Specific Information

Part B: Key Policies, Student Responsibilities and Support

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CRICOS Code 00098G

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PART A: COURSE-SPECIFIC INFORMATION

1   STAFF CONTACT DETAILS

Lecturer-in-charge: Dr Songting Dong

Room: Quad Building 3016

Phone No: 02 9385 2699

Email: songting.dong@unsw.edu.au (preferred contact method, will respond within one business day)

Consultation Times: Thursday 15:00 – 16:00 (or by appointment)

Tutors: A full list of tutors will be posted on The Moodle Course Website.

For contact outside of tutorial time, please use the details provided on Moodle. Staff will be available for consultation at the specified times – no appointment needs to be made if you wish to see your tutor or lecturer at this time. If you require contact outside of this time, please email the staff member with your question or to negotiate an alternate and mutually suitable consultation arrangement.

2   COURSE DETAILS

2.1   Teaching Times and Locations

Lectures start in Week 1 (to Week 12). The Time and Location are:

- Fri 12:00 – 14:00, Rex Vowels Theatre (K-F17-LG3)

Tutorials are held in Week 3-5, and Week 9-13. The Groups and Times are:

- F14A, Fri 14:00 - 15:30, Computer Lab 1 Quad 1043 (K-E15-1043)
- H10A, Thu 10:30 - 12:00, Computer Lab 1 Quad 1043 (K-E15-1043)
- H12A, Thu 12:00 - 13:30, Computer Lab 1 Quad 1043 (K-E15-1043)
- H13A, Thu 13:30 - 15:00, Computer Lab 1 Quad 1043 (K-E15-1043)
- H15A, Thu 15:00 - 16:30, Quadrangle G021 (K-E15-G021)
- M11A, Mon 11:00 - 12:30, Computer Lab 1 Quad 1043 (K-E15-1043)
- M12A, Mon 12:30 - 14:00, Computer Lab 1 Quad 1043 (K-E15-1043)
- M14A, Mon 14:00 - 15:30, Quadrangle G021 (K-E15-G021)

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- T12A, Tue 12:00 - 13:30, Quadrangle G021 (K-E15-G021)
- T13A, Tue 13:30 - 15:00, Computer Lab 1 Quad 1043 (K-E15-1043)
- T15A, Tue 15:00 - 16:30, Computer Lab 1 Quad 1043 (K-E15-1043)
- T16A, Tue 16:30 - 18:00, Computer Lab 1 Quad 1043 (K-E15-1043)

Once enrolled, changes of tutorial times are not permitted.

2.2   Units of Credit

The course is worth 6 units of credit.

2.3   Summary of Course

MARK3054 helps you to understand the use of analytical tools in marketing, and develop your capabilities of using analytical tools to address marketing problems – key skills that numerous companies have stated they look for in marketers, particularly in challenging business environments.

This course builds on your basic statistical skills (e.g., statistical distribution, t-test, ANOVA, etc.), and exposes you to a range of statistical tools and techniques typically used in marketing nowadays. You will also get a chance to see what big data techniques can do in marketing, and learn a few basic big data techniques. The emphasis is not on formulae of statistical tools, but on how to apply and interpret a range of statistical techniques to help answer marketing-related questions.

The course is organised around daily marketing problems. Moreover, widely used software (i.e., Microsoft Excel) is used to implement most of the analyses (except for big data techniques which require more specialised software). These arrangements ensure that the knowledge and skills you learn from this course is work-ready for a wide range of business, from local small business to multinational giants.

In the course students are strongly encouraged to start thinking as marketers by asking questions of their data, setting their own direction for the analysis in the project and thinking about how a company could utilise the results in practice.

2.4   Course Aims and Relationship to Other Courses

MARK3054 is a core course for students wishing to complete a major in Marketing within the BCom. It draws on the information learnt in MARK2051 and is seen as an extension of MARK2052 Marketing Research. In particular, this course expands upon MARK2052 to a related quantitative area. The pre-requisite for this course is ECON1203 or MARK2052. It is

strongly advised that ECON1203 has been successfully passed as MARK3054 uses a number of statistical concepts introduced within that course.

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

LO1: Gain an overview of the use of analytical tools in marketing.

LO2: Choose appropriate data sources and analytical tools to design an analytical study.

LO3: Use typical analytical tools to analyse a variety of data collected by marketers.

LO4: Translate the output from analyses into managerial insights that is understandable to marketing managers.

LO5: Competently and confidently communicate (oral and written) research findings.

LO6: Demonstrate an ability to work in teams and determine self-direction in undertaking tasks, i.e. choose what needs to be done, rather than do what is told.

The Learning Outcomes in this course also help you 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').

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.

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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
This course helps you to achieve the following learning goals for all Business undergraduate students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	LO1, LO2, LO3, LO4	• Team project • Quizzes • Final exam
2	Critical thinking and problem solving	LO2, LO3, LO4, LO6	• Team project • Quizzes • Individual reflection • Final exam
3a	Written communication	LO4, LO5	• Quizzes • Team project report • Individual reflection • Final exam
3b	Oral communication	LO4, LO5	• Team project presentation
4	Teamwork	LO5, LO6	• Team project • Individual reflection • Peer evaluation
5a	Ethical, social and environmental responsibility	Not specifically addressed in this course.	
5b	Social and cultural awareness	Not specifically addressed in this course.	

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3   LEARNING AND TEACHING ACTIVITIES

3.1   Approach to Learning and Teaching in the Course

This course is constructed so as to challenge you, encourage you to develop independent thinking and to take responsibility for your own learning. From experience, we have found that students are more receptive to learning when relevance and realism are present. Therefore a student-centred and process-based approach is taken in this course. All aspects of this course are designed to support your learning. By instructing you in the basic tools of analysis, then providing repeated opportunities for you to practice these skills to solidify your understanding, you will then have the confidence to apply this learning and skills to a project, where you guide its direction. To obtain full benefits from this course, you must be willing to extend yourself beyond your comfort zone.

3.2   Learning Activities and Teaching Strategies

Teaching in this course will be via lectures, tutorials and computer workshops, individual study, and teamwork.

- Lectures: The lectures will introduce a range of various statistical techniques that may be used by marketers to understand marketing problems. Each technique will be introduced within the context of a marketing problem to convey how and why it is used. The emphasis will be on understanding the basis of each technique, how it can be applied, and what the results mean for a marketer. Though some formulae will be presented, memorizing them is not a concern. I will presume that you have completed the required reading for the week <u>before</u> you attend the lecture.

- Tutorials and computer workshops: These will be used to reinforce material covered in lectures and deal with additional issues and viewpoints related to lecture material. This will be done by having you actively involved in your learning. The tutorial program is very practical and is designed to develop your skills in the use of this program. Each week you will be using the computer to learn how to use statistical tools and to carry out a range of exercises on a particular analysis technique.

- Individual study: Time spent on practice exercises outside of formal lectures and tutorials is highly recommended to consolidate your understanding all aspects of the course. There are many data sets available through Moodle to enable you to practise what is covered in lectures and tutorials.

- Teamwork: Complicated marketing project is usually completed in teams. During the team project, it is highly recommended that you not only aim to complete the task, but also aim to develop and enhance your teamwork skills. It is very helpful for you to constantly reflect on your teamwork experience and come up with improvement ideas.

4   ASSESSMENT

4.1   Formal Requirements

In order to pass this course, you must:

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- Achieve a composite mark of at least 50%; and
- Achieve at least 50% in the sum total of the two individual components: quizzes and final exam (i.e., 32.5 or more out of 65 [=20+45]; or 31 or more out of 62 [=20+42], if you participate in the research opportunity). You will receive a UF grade if you fail to do so.

4.2 Assessment Details

Assessment Task		Weighting	Learning Outcomes assessed	Length	Due Date
Team Project ① (30%)	Report	19%	LO1 ~ LO6	Up to 10 pages	17:00 on 2 June (Week 13 Fri)
	Presentation	10%		Up to 16 min	17:00 on 2 June (Week 13 Fri)
	Peer evaluation participation	1%		N.A.	Week 7 Sun / Week 13 Sun
Individual reflection		5%	LO5, LO6	Up to 800 words	17:00 on 4 June (Week 13 Sun)
Quizzes		20%	LO1 ~ LO5	30-60 minutes each	Week 4 & 11 tutorials
Final exam		45% (or 42%②)	LO1 ~ LO5	3 hours	Exam Period
Total		100%			

1: The project is conducted in teams, and is subject to peer evaluation.

2: An optional research participation may be offered. If you participate in the offered research participation, the final exam for you will account for 42% (not 45%)

Team Project (30% in all)

The project is to be done in groups of up to 5 people from the same tutorial. The project provides you with an opportunity to take your knowledge and skills of the marketing analytics learnt in the course and apply them to a real situation. As such it is inextricably linked to all learning outcomes.

In this project, you will apply a range of statistical techniques to the data to provide the necessary information for marketing decisions. You will not be told exactly what analyses to perform. The course provides you with a "toolbox" of techniques, and then you, with your group, will need to decide the best ones to use to answer the objectives of the project.

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Background to the problem and the research objectives will be provided in the detailed project brief, which will be handed out by the end of Week 2. A copy of the marking/feedback sheet containing full details of the marking criteria will be placed on Moodle by the end of Week 1.

Total marks for the project is 30% being made up of 19% for the report, 10% for the oral presentation, and 1% for the peer evaluation participation.

Report (19%)

The report takes two steps to develop: research questions development and final report.

You need to start to develop your project research questions early. After learning a new analytical technique in this course, you should revisit these questions and ask yourself: can I use the new technique to solve the questions (if you didn't know how to solve them), or can I provide a better solution with the new technique (if you already had a possible solution)?

As a starting point, your team is expected to briefly present your research plan during the Week 5 tutorials, and instant feedback will be provided by the tutor and your fellow students. In this research plan, you should: (1) define the managerial problems and the research questions that you plan to address in this project, (2) specify information needed to answer the research questions, and (3) propose expected outcomes from the analyses. In the rest of the course, your team should meet regularly to update this plan with new techniques you learn.

It is not required, but if you need more feedback than those provided in your tutorials, you are encouraged to write an interim report addressing the three aims, and submit it to your tutor via email. The format of the interim report will be available on Moodle by the end of Week 1. Please note that the interim report will NOT be marked (it is for feedback only), and no feedback will be provided to delayed submissions.

The final report will provide insights into the marketing problem, i.e. your findings. This will entail you applying a range of statistical techniques to the data to provide information on the research objectives and writing a concise, yet insightful overview of what you found.

A soft copy is due by 17:00 on 2 June (Week 13 Fri), to be submitted on Moodle. It will be assessed based on the following points, and detailed format requirements and assessment criteria will be available on Moodle by the end of Week 1.

- Overall relevancy of information.
- Overall depth of insight for the chosen objectives.
- Overall clarity, conciseness, creativity.
- Adequacy of the report and appropriateness of techniques used.

Presentation (10%)

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Each group is required to video record their full presentation (up to 16 minutes in length) and submit it online via Moodle. This full presentation is worth 10% and it is due no later than 17:00 on 2 June (Week 13 Friday).

These 10% marks consist of two parts, 5% for team performance and 5% for individual performance. Therefore each student needs to present continuously for at least 3 minutes.

Presentations not submitted by the due date are also subject to the late submission penalty, 10% per day (including weekends) on both the team score and the individual score. Presentations exceeding 16 minutes will attract 20% penalty on the team score.

As a guide, your presentation should include the main parts of your project – and that you feel best highlight your findings. Detailed assessment criteria will be available on Moodle by the end of Week 1.

Peer Evaluation of Teamwork (1% for participation)

To ensure equity in teamwork, peer evaluations will be implemented in this course.

In Week 7, you will informally evaluate your group members, by 23:00 on 16 Apr (Week 7 Sunday). Your team is recommended to reflect on your cooperation experience till then, discuss and address problems appeared in the first half of your teamwork. In Week 13, you will formally evaluate your group members, by 23:00 on 4 June (Week 13 Sunday).

You will receive 1% participation mark if you complete both evaluation tasks in time. Note that this mark is for participation only, and your performance in the teamwork is reflected by the evaluation scores you receive in the formal peer evaluation in Week 13.

The standardised peer evaluation procedure is summarised below:

Each student will evaluate the contributions of their group members (not themselves) in Week 7 (informal) and Week 13 (formal) using the School of Marketing's WebPA Peer Assessment on the course Moodle site.

WebPA is based on a detailed list of evaluation criteria to rate team work skills, an important program learning goal of postgraduate degrees offered by the UNSW Business School. Group members bring different strengths to a project, and this should be reflected in your ratings, i.e. do not give each group member exactly the same score.

Each student's contribution score will be the average of the points received from their group members.

Adjustments to individual marks will occur where an individual student's peer evaluation score falls below an acceptable level.

Individual Reflection (5%)

This assessment is a personal reflection on your teamwork experience in the course and is due by 17:00 on 4 June (Week 13 Sunday). The reflection should be of no more than 800

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words. The specific marking guide for this assessment will be posted on Moodle by the end of Week 1.

The reflection will require each student to reflect on the learning journey throughout the teamwork and effectively communicate this to the reader. The purpose of this is to assist with cultivating reflective leaders who are (1) enterprising, innovative and creative; (2) collaborative team workers; (3) professionals who are capable of independent, self-directed practice. As part of this assessment, students will be required to keep an ongoing diary of reflections of their progress through the course and teamwork activities. This diary (showing regular entries) must be submitted with the individual reflection, as evidence of engagement. Without the diary, the reflection is considered as incomplete and late submission penalty will apply. This task is associated with learning outcomes 5 and 6.

Quizzes (20%)

There are two quizzes in Week 4 and Week 11, during the tutorial time. Each quiz is worth 10%. You will be asked to implement your knowledge and skills to address small scale analytical problems (tied to learning outcomes 1, 2, 3 and 4). Some of them may require you to operate statistical software on the lab computer and find out the results. You may also be asked to clearly and accurately communicate your arguments in writing (learning outcome 5).

The quizzes have the dual purpose of assessing your knowledge and skills, and providing you with early stage feedback about your individual progress in this course. The assessable contents include lectures, tutorials and prescribed reading materials. Further details will be available on Moodle at least one week prior to the quiz date.

Tutorial attendance

Tutorials give you an opportunity to:

- Explore the knowledge and techniques presented in lectures
- Discussion of the pros and cons of various techniques and how they impact marketing research findings
- Learn and exercise computer skills
- Enhance communication skills
- Make an independent, informed and justified assessment of a situation
- Work in a co-operatively with other class members

You will not receive a mark for your tutorial attendance, though attendance WILL be taken. You are required to attend a minimum of 80% lectures and tutorials to be eligible to pass this subject. Furthermore, you are expected to be prepared for the tutorial – as per the instructions from the lectures.

Final Exam (45%)

The final exam will take place in the formal examination period at the end of the session. It will be a closed book exam. The structure of the exam will be discussed in details in the last week of the session.

The exam is designed to provide an individual assessment of the depth of your knowledge of the analytical tools and your competence in explaining their meaning and using them to address marketing problems (tied to learning outcomes 1, 2, 3, and 4). You are also expected to clearly and accurately communicate your arguments in writing (learning outcome 5).

Research Participation (optional, 3%)

You may have an opportunity to participate in real life marketing research conducted by the School of Marketing. Participation in this project will be treated as research participation and award you 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 allocations have been finalised (likely during the second half of the semester).

Should you not wish to participate or not selected in the event, or if this component is not offered, the final exam component for you will stay 45% of the overall course grade. If you complete the research participation, the final exam for you will account for 42% (instead of 45%).

4.3   Assignment Submission Procedure

Students are advised to keep a copy of all work submitted for assessment and to keep their returned marked assignments. Submission procedures for all assessment tasks will be made available on Moodle at least 2 weeks prior to the assessment date.

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.

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made to the lecturer prior to the due date. Medical certificates or other evidence of extreme misfortune must be submitted through a special consideration form and must contain information that justifies the extension sought.

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5 COURSE RESOURCES

The website for this course is on Moodle at: http://moodle.telt.unsw.edu.au

Prescribed Textbook

There is NO prescribed textbook in the course. Slides, reading materials and exercise datasets used in a particular week will be available on Moodle by Monday night of that week.

Additional Sources

The following is a list of books you may find useful as additional sources of information.

- Marketing research handbook

  o *Marketing Research: An Applied Orientation* (6th Edition) by Malhotra. A global edition is available in Australia. Published in 2010, by Pearson Education, Inc.
  o This book can be used as a handbook of marketing research designs and classical analytical tools.

- Multivariate statistics

  o *Multivariate Data Analysis* (7th Edition) by Hair et al. Published in 2010, by Pearson Education, Inc.
  o This book can provide you more details on multivariate statistics.

- Excel resources

  o Real Statistics Using Excel: http://www.real-statistics.com/. This website has rich Microsoft Excel resources, including Excel add-in software for statistical analyses, statistics instructions, examples, and discussion forums. The Excel add-in software works for both PC and Mac.

  o *Marketing Analytics: Data-Driven Techniques with Microsoft Excel* by Wayne L. Winston. Published in 2014, by John Wiley & Sons, Inc. It is an excellent resource that covers many analytical tools in marketing analytics, using Excel. You may use this book as a hand book and find out the solutions that you face (which may or may not be covered in this course). An e-version may be accessed from the library website. EBooks are also available at:
  http://au.wiley.com/WileyCDA/WileyTitle/productCd-111837343X.html

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- Big data analytics
  - There seems to be no comprehensive book for big data analytics. The following two may give you a sense.
  - *Applied Business Analytics* by Lin. Published in 2015, by Pearson Education, Inc.
  - *Data and Text Mining: A Business Applications Approach* (1st Edition) by Miller. Published in 2005, by Pearson Education, Inc.
- Essay writing guide
  - *Q Manual:* http://www.buseco.monash.edu.au/qmanual/qmanual.pdf
  - This is a good guide for your essay writing. It also provides a referencing style guide.

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 myExperience survey is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester myExperience responses.

Based on feedback from previous students we have made significant changes to this course. We removed a few topics, and spend more time discussing and exercising each of the tools that are covered. On top of classical marketing analytics, we have also added more time to discuss digital marketing and big data, to help our students thrive in the big data world. Since students found group project an excellent learning tool, we keep the group project which is associated with real marketing problems, and use exercises such as research questions feedback and informal peer evaluation to provide timely support during the procedure.

If at any time you have any concerns with your progress or any aspects of the course, please feel free to contact me to discuss your concerns.

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7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lectures	Tutorials	Other activities / assessment
Week 1 27 Feb	Course overview	*[NO TUTORIAL]*	
Week 2 6 Mar	Consumer preference elicitation	*[NO TUTORIAL]*	
Week 3 13 Mar	Conjoint analysis	Stats review and regression	
Week 4 20 Mar	Customer lifetime value estimation	Conjoint analysis	Quiz 1
Week 5 27 Mar	Segmentation techniques (I)	CLV calculation	Present project questions
Week 6 03 Apr	Segmentation techniques (II)	*[NO TUTORIAL]*	
Week 7 10 Apr	*(Friday 14 April is Good Friday public holiday)*	*[NO TUTORIAL]*	Peer evaluation (informal)
Mid-semester break: Friday 14 – Saturday 22 Apr inclusive			
Week 8 24 Apr	Pricing models	*[NO TUTORIAL]*	
Week 9 1 May	Advertising models (I)	Segmentation models	
Week 10 8 May	Advertising models (II)	Pricing models	
Week 11 15 May	Social media data collection and evaluation	Advertising models	Quiz 2
Week 12 22 May	Review and consolidation	Exam preparation	
Week 13 29 May	*[NO LECTURE]*	*[Presentation recording]*	Final report Presentation Ind. reflection Peer evaluation

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Exam Period	*[Exam time to be determined]*	*[NO TUTORIAL]*	Final exam

(More details on the schedule will be available from Moodle on Week 1.)

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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

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> **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.

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.

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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 or in online learning activities 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 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://safety.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:

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:

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.

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Special consideration and the Final Exam:

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, 2017 are:

   Tuesday 11 July 2017   Exams for the School of Accounting, Marketing

   Wednesday 12 July 2017   Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies

   Thursday 13 July 2017   Exams for the School of Economics, Taxation and Business Law, Information Systems

   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. Absence from a supplementary exam without prior notification does not entitle the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at: http://www.business.unsw.edu.au/suppexamprotocol

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 offers 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 7577 or 9385 4508; 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 services and facilities for students**
  https://www.library.unsw.edu.au/study/services-for-students

- **IT Service Centre:**
  https://www.it.unsw.edu.au/students/index.html

  Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 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; Email: counselling@unsw.edu.au

- **Disability Support Services**
  https://student.unsw.edu.au/disability

  Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that

are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au