

FACULTY OF BUSINESS

# **Learning and Communication Skills Support Plan**

## **Marketing Discipline**

### **Introduction**

The following document outlines a Learning and Communication Skills Support Plan for the discipline of Marketing at the University of New South Wales.

Marketing is taught at both undergraduate and postgraduate levels. All programs are designed to convey disciplinary knowledge and develop skills that are particularly relevant for those working in marketing. This is achieved using curricula that help students to grow in understanding, confidence and maturity as they progress through their program of study.

Marketing is an applied, managerial discipline. This is reflected in the type of graduate outcomes we seek to achieve and the skills we try to develop. In this way the School of Marketing prepares graduates to enter the marketing profession and effectively participate in marketing processes and policy-making. It is also a scholarly discipline. Research knowledge and analytical skills are incorporated into general marketing programs as well as research-intensive programs. This equips students to work at the cutting-edge of the discipline.

The document is in three parts: graduate outcomes & skills (section 1), teaching approaches & student learning (section 2), and programs, courses and stages (section 3).

# 1. Graduate Outcomes, Attributes & Skills

The graduate outcomes and skills listed here apply generally across all programs in the School of Marketing. However, specific programs and courses give more or less emphasis to particular outcomes and skills. Program brochures and course outlines provide greater detail.

## 1.1 Graduate Outcomes

Graduates are expected to have acquired a deep knowledge of the discipline, developed disciplinary and interdisciplinary skills, and formed a certain set of attributes. An outcome of this process results in the development of marketing knowledge.

### Knowledge of:

- What is marketing – concepts, theories and principles
- The scope of marketing concepts, theories and principles, and an awareness of the contingencies and boundary conditions that exist
- Strategic marketing – market orientation, customer focus, relationship-building, segmentation, targeting and positioning, portfolio management, alliances, etc.
- Consumers, customers, buyers – understanding consumer choice and decision-making; measuring repeat-purchase, retention, loyalty; customer satisfaction measurement; social influences; etc.
- Industrial buying – supply chain management and logistics, purchasing and e-procurement
- Tools and techniques for marketing research, market modelling, database management, information systems, decision-support systems, sales and demand forecasting, etc., and changes as a result of new electronic/interactive technologies
- The various functional aspects of marketing – market research, new product and new service development, channels of supply, procurement and distribution, advertising and promotions, direct marketing and interactive communications, sales and personal selling
- Marketing decision-making and management processes, including product portfolios, pricing, budget-setting, brand management, product category management, performance measurement, etc.
- Marketing planning, analysis, coordination and control, and alternative approaches
- Understanding the interface between marketing and policy-making – facilitating exports and trade, government regulation, competition policy, social marketing campaigns
- Marketing across borders – across cultural, ethnic, geo-political and social borders – and the impact of the international, multinational and global nature of contemporary business
- How marketing operates in different contexts – packaged goods, consumer durables, services, not-for-profit, B2C, B2B

- The multi-disciplinary theoretical underpinnings of marketing, drawing on economics, psychology, sociology, statistics, mathematics, and others
- Marketing organisations, institutions and professions
- The wider role of marketing and the responsibilities of marketers, within firms and in contemporary society in general
- The different thinking that arises from complementary (or competing) perspectives of the discipline

## 1.2 Graduate Attributes

Marketing graduates are expected to develop generic attributes common to all business and management students, and as specified by UNSW (Full details of the UNSW graduate attributes may be found at [http://www.ltu.unsw.edu.au/content/course\\_prog\\_support/unsw\\_grad\\_atts.cfm?ss=0](http://www.ltu.unsw.edu.au/content/course_prog_support/unsw_grad_atts.cfm?ss=0))

### Graduate Attributes:

- Communication (UNSW attribute 12):
  - Oral
  - Written
  - Presentation
- Interpersonal:
  - Collaborative Teamwork (UNSW attribute 9)
  - Interdisciplinary work (UNSW attribute 2)
  - Community contribution (UNSW attribute 8)
- Scholarly Enquiry (UNSW attribute 1):
  - Independent and Reflective thinking (UNSW attribute 4)
  - Critical analysis and critical thinking (UNSW attribute 3)
  - Analytical thinking (UNSW attribute 5)
  - Evaluation of information (UNSW attribute 3)
  - Independent and Reflective thinking (UNSW attribute 4)
  - Creative problem solving (UNSW attribute 6)
- Social and multicultural
  - Dealing with Diversity and Change (UNSW attribute 7, 10)
  - Ethical considerations (UNSW attribute 11)

Curriculum mapping is undertaken to track the development of these attributes through courses and programs. Details of this curriculum mapping may be obtained from the School of Marketing.

## 1.3 Graduate Skills:

Marketing graduates are expected to develop a specific set of skills able to be applied at the discipline and interdisciplinary levels.

- Ability to apply marketing knowledge:
  - Knowing what to do (where there are well-supported marketing principles)
  - Using well-supported marketing facts, relationships, concepts and theories in practical situations
  - Questioning the use of inappropriate or weakly-supported ideas
- Strategic thinking:
  - Market sensing
  - Consideration of long-run, macro, inter-disciplinary aspects business
  - Understanding environmental, societal, technological, legal and political forces
  - Development of marketing strategies, action plans and contingency plans
  - Crafting strategy
- International outlook:
  - Ability to understand global issues and processes of internationalisation
  - Appreciation of diverse cultures
- Creative insight:
  - A capacity to exercise intuition where appropriate
  - Ability to generate ideas and options
  - Making connections
  - Lateral thinking
- Analysis:
  - Analysis of the macro and micro environment
  - Analysis of market structures, competitors, customers and distribution channels
  - Analysis of an organisation's resources and skills to understand its market capabilities and limitations
  - Formulation of conceptual and operational models
  - Ability to draw conclusions for improved marketing decision-making and decision-support
- Research:
  - Diagnosis and specification of research problems
  - Use of access and retrieval methods
  - Use of library and web resources
  - Confidence in using data and research resources
  - Analytical and interpretive capabilities
- Use of tools and techniques:
  - Quantitative methods
  - Qualitative methods
  - Tools and techniques associated with new technologies
  - Interpretation of output from the use of tools and techniques
- Informed and persuasive communications:
  - Oral
  - Written (academic writing and management report writing)
  - Presentation (research presentations and business presentations)
- Effective team-working:
  - Making a strong individual contribution to team-work
  - Managing creative conflict and intra-group differences

- Task completion
  - Working with marketing specialists, such as market researchers and advertising agencies
- Project management:
    - Planning and managing projects
    - Implementation and managing the practicalities of ‘making marketing happen’
    - Working across disciplines - with finance, accounting, etc.

## **2. Teaching Approaches & Student Learning**

### **2.1 Teaching Approaches, Resources & Support**

Most courses in marketing address a specific body of material, such as consumer behaviour, market research, strategic marketing, customer relationship management or interactive electronic marketing. The exceptions to this are general introductory courses in marketing. In all cases, courses are designed with specific objectives in mind. The teaching approaches adopted for each subject are therefore tailored to the specific learning objectives and the particular types of material involved.

There are, nevertheless, several general features to our teaching approaches:

- Firstly, links between theory and practice are emphasized on all programs and courses – reflecting the essentially applied nature of marketing. Input from the business community, from professional bodies, from policy-makers, etc. is encouraged, and students are assigned tasks that require them to think in practical managerial terms.
- Second, we see a strong link between teaching and research. The encouragement of synergies is a means of including advanced thinking in courses at all levels. It also ensures we build directly on the strengths and skills of existing staff, and therefore continually enrich and renew the subject matter and teaching methodologies on our programs.
- Thirdly, the School actively encourages student participation in Exchange and Study Abroad Programs, in the belief that these provide invaluable opportunities. As part of this, we aim to develop and maintain educational links with equivalent top-tier universities and programs around the world. This also brings us into contact with teaching methods and programs overseas, helping us to make continuous improvements to our own practices.

More specific teaching approaches and resources include:

- Lectures to large groups
- Tutorials and seminars to smaller groups
- Hands-on sessions in computer labs
- Case study assignments and discussions
- Substantial team-based projects

- Mentored individual-based research projects
- Assigned reading material from textbooks, marketing/business journals, and the business press
- Guest speakers from the marketing profession and specialist agencies
- Video case studies
- Computer simulations
- Consultations with tutorial and lecturing staff
- Class discussions and debates
- Class presentations
- E-mail communications, student-lecturer and student-student
- Course web sites and use of facilities such as WebCT

Details of course objectives, material to be covered, learning processes, resources and support, are provided by the lecturer-in-charge to students via a course outline. A template for staff for course outlines is available ([www.marketing.unsw.edu.au/StaffOnly/Template\\_Course\\_Outlines.rtf](http://www.marketing.unsw.edu.au/StaffOnly/Template_Course_Outlines.rtf)). Staff are also directed to the information on resources and reference materials provided by the UNSW Learning and Teaching Unit ([http://www.ltu.unsw.edu.au/content/course\\_prog\\_support/courseprogram\\_development.cfm?ss=0](http://www.ltu.unsw.edu.au/content/course_prog_support/courseprogram_development.cfm?ss=0)). Outlines for courses in the School are available on-line prior to the commencement of session ([www.marketing.unsw.edu.au](http://www.marketing.unsw.edu.au)), and handed out in the first lecture of the course.

## **2.2 Learning Processes**

The teaching approaches adopted by the School of Marketing are designed to achieve the following outcomes in terms of student learning processes:

- Help students accumulate marketing knowledge
- Encourage students to appraise marketing knowledge through reading, exercises, reflection, questioning and criticism
- Give students the opportunity to apply marketing concepts, theories and principles to practical problems, cases and business situations
- Allow students to use the tools and techniques that assist the marketing process
- Offer the chance to hone analysis and research skills
- Help students learn how to work effectively as individuals and as members of a team
- Help students see through the lenses of different ethnic and cultural groups
- Provide opportunities for students to develop communication skills

- Create situations where project management skills must be used

### 2.3 Assessment of Student Learning

Learning is assessed using the following methods:

- In-class exercises, quizzes and tests
- Case study write-ups and/or presentations
- Discussion question write-ups and/or presentations
- Project reports and presentations
- Class participation in discussions and debates
- Formal examinations, which may take the form of essay-style questions, short exercise questions, multiple choice questions, case studies, take-home papers, or some combination of these.

Assessment methods are selected so as to relate directly to the course objectives (including expected learning outcomes) and to the teaching methods that are used.

Lecturers are encouraged to think about their use of formative and summative assessments, and are expected to employ a mix of both. Formative assessment is intended to assist students to identify weaknesses in their understanding, so that they may improve their understanding and enhance their learning. The main purpose of summative assessment is to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades.

In stipulating this, the School is following rules and procedures found in the University's Assessment Policy Document.

### 2.4 Induction and Support for Students

#### Generic support

- UNSW student support services, accessible through myUNSW ([www.my.unsw.edu.au](http://www.my.unsw.edu.au)); this includes student counselling, equity and diversity, and the careers service.
- Services for specific groups of students (e.g., COMPEC, The Faculty of Business Postgraduate Student Body ([www.compec.unsw.edu.au](http://www.compec.unsw.edu.au)); the Postgraduate Board of the Student Guild, ([www.studentguild.unsw.edu.au](http://www.studentguild.unsw.edu.au)); International Student Services, ([www.international.unsw.edu.au](http://www.international.unsw.edu.au))).
- Faculty support through the Education Development Unit (EDU)

#### Discipline-specific support

- Participation in all UNSW and Faculty induction and orientation programs (e.g., O-week)
- Brochures describing each program, and the sequence in which courses should be taken
- Program and course information on the School web-site ([www.marketing.unsw.edu.au](http://www.marketing.unsw.edu.au)) – including program brochures, course outlines and more specific information (e.g., 'Guide to the Presentation of Assignments in the School of Marketing')
- Undergraduate and postgraduate co-ordinators to offer advice and guidance
- A careers coordinator in the School
- Grievance officer

- Professional organisations with which the school has links, such as the Australian Market and Social Research Society (AMSRS) and the Australian Marketing Institute (AMI)

## **2.5 Requirements of Students**

Students are required, encouraged and helped to be fully engaged in the learning process (see resources and support above). Ultimately, however, students are responsible for their own learning. This is particularly important for self-directed study and when experiential, action-learning is used. Specifically, students are required to:

- Ensure they have the necessary assumed knowledge and language skills for the course
- Fully commit to a course once chosen, and all aspects of its learning components
- Maintain an 80% attendance record
- Prepare for lectures, tutorials, seminars and laboratory sessions by completing background reading, making case study notes, or carry out any other tasks that would maximise the learning opportunity being provided
- Participate in class discussions and debates
- When required, be an active and contributing member of a team
- Undertake all forms of individual and group assessment
- Evaluate and provide constructive feedback on programs and courses
- Observe the rules governing conduct that might be laid down in course outlines – typically, these rules relate to conduct in lectures, class participation, arrangements for tutorials and consultations, email communications, submission of material, referencing conventions, plagiarism, tape-recording, privacy, copyright, intellectual property, and health and safety

## **3. Programs, Courses & Stages**

### **3.1 Undergraduate Programs**

The School offers the following undergraduate programs:

- BCom Marketing is studied as a disciplinary major, disciplinary minor, joint degree (e.g., with a co-major in Accounting, Information Systems, and Banking & Finance), or double degree (e.g., with Law)
- BCom Services Marketing - Tourism and Hospitality is studied as a joint degree with Marketing with the option of a third major from another Faculty of Business discipline (industrial training is a core component of this program)
- BCom (Honours) is available to students as an additional year of research-intensive study
- The School contributes to the UNSW General Education program by offering several courses, with an emphasis on the societal-view of marketing and tourism
- In a number of special cases students from other faculties take a small number of marketing courses (e.g., students in Industrial Design and Food Science & Technology)
- Typically, a number of International Exchange Students join marketing classes from year two, and UNSW Marketing students are encouraged to spend a session at a partner institution overseas.

### **3.2 Postgraduate Coursework Programs**

The following postgraduate coursework programs are offered:

- MCom Marketing stream for those without prior training and knowledge
- MCom Tourism Marketing stream (industrial training is a strongly recommended component of this program)
- Masters of Marketing (MMktg) is a specialised, in-depth program for those who have undergraduate training in marketing and some business experience

### **3.3 Postgraduate Research Programs**

The School provides research training leading to two degrees:

- PhD
- MPhil

### **3.4 Stages**

On each program students are encouraged to learn the body of knowledge, and hone their skills, through a logical, developmental and sequential process. Typically the material becomes progressively more difficult. Also, as the student matures the links between theory and practice are given greater emphasis.

## **BCom (Marketing)**

*Stage 1: laying the foundations of business.* A marketing student would complete the following courses in stage 1:

- ACCT1501 Accounting & Financial Management 1A
- ACCT1511 Accounting & Financial Management 1B
- ECON1101 Microeconomics 1
- ECON1102 Macroeconomics 1
- ECON1202 Quantitative Methods A
- ECON1203 Quantitative Methods B
- MARK1012 Marketing Fundamentals (core)
- MARK1014 Customer Relationship Management (optional)

At this stage Marketing Fundamentals gives students a knowledge and appreciation of what marketing is – core concepts, theories and principles, areas of interest and application, and values. Customer Relationship Management is more skills based, and is aimed at non-marketers as much as those specialising in the discipline.

*Stage 2: core concepts and principles of marketing.* Stage two marketing courses are:

- MARK2051 Consumer Behaviour (core)
- MARK2052 Marketing Research (core)
- MARK2053 Marketing Communication & Promotion Management (core)
- MARK2054 Market Analysis (core)
- MARK2055 Services Marketing and Management (optional)
- MARK3071 International & Global Marketing (optional)
- MARK3072 Advanced Consumer Behaviour (optional)

Courses at this stage focus on specific areas of knowledge (e.g., consumer behaviour, marketing communications). While each course will develop a range of skills, these specialist courses tend to emphasise one or two skills in particular (e.g., Market Analysis is the ideal place to develop analytical and research skills and practice the use of tools and techniques, Marketing Communications demands analytical and research skills, but also requires creative insight and the use of informed and persuasive communications).

*Stage 3: applications to marketing management.* Courses include:

- MARK3081 Distribution Strategy & Retail Channels (core)
- MARK3082 Strategic Marketing Management (core)
- MARK3091 New Product & New Service Development (optional)
- MARK3092 Brand Management (optional)

The focus on specific areas of knowledge continues into the third stage (e.g., Distribution Strategy & Retail Channels). However, at this stage a more concerted attempt is made to see marketing in its broader, strategic context – paying greater attention to macro-marketing themes and business policy. The managerial aspects of marketing are made explicit at this stage. Armed with the knowledge and skills from earlier stages, students are able to examine issues in distribution, new product development, brand management, marketing implementation, etc.

Within this structure there is scope for student choice; e.g. there are currently 6 marketing electives from which to choose.

Students taking a certain selection of courses are eligible for the Certificate of Market Research from the Australian Market and Social Research Society (AMRS).

BCom (Honours) students follow the same first three stages. The fourth stage is similar in structure to the PhD (see below), but condensed into one year. This is a demanding and intensive program, although the expected contribution is not intended to be as substantial as for PhD students. Details on this program are available through the School website ([www.marketing.unsw.edu.au](http://www.marketing.unsw.edu.au)).

An Advanced Marketing stream is available in second and third year to select students. Details on enrolment into these courses may be obtained directly from the School of Marketing. This stream consists of the four courses:

- MARK2151 Consumer Behaviour (Hons)
- MARK2053 Marketing Communications and Promotions Management (Hons)
- MARK3081 Distribution Strategy & Retail Channels (Hons)
- MARK3082 Strategic Marketing Management (Hons)

In addition, there is one option available:

- MARK3072 Advanced Consumer Behaviour (Hons)

### **BCom (Services Marketing, Tourism and Hospitality)**

This program is the Bachelor of Commerce degree with a double major in Marketing and Tourism and Hospitality. There is also the option of doing a third major in a Modern Language or any discipline in the Faculty of Business, such as Human Resource Management, International Business, Finance or Accounting. Alternatively there is the option to do extra courses from a variety of disciplines to broaden your overall knowledge and skills.

This four-year degree program is divided into four stages. Core marketing courses are common to both programs (as described above).

*Stage 1: Laying the foundations.* In addition to the common core, stage 1 also includes tourism and hospitality operational studies through an external partner. This equips all students with hands-on operational skills, and leads to an accredited Diploma of Tourism and Hospitality Operations.

SERV1001 Fundamentals of Tourism  
MARK1012 Marketing Fundamentals

*Stage 2: Core concepts and principles.* Core concepts are introduced in:

- SERV2001 Destination Marketing
- SERV2002 Services Operations Management
- SERV2003 Service Industry Project
- MARK2055 Services Marketing Management
- MARK2051 Consumer Behaviour
- MARK2053 Marketing Communication and Promotions Management

At this stage a 250 hour paid period of industry employment occurs. This period provides students with first-hand experience in service management. Over 50 leading organisations take part in this experiential learning program each year. An opportunity for International Student exchange exists in years 2, 3, and 4 of the degree.

*Stage 3: Management techniques.* At this stage technical and analytical skills are developed, drawing on core marketing courses and specialist tourism and hospitality courses:

- SERV3001 Managing People for Service Advantage
- ECON2117 Economics of Tourism OR LEGT3001 Legal Aspects of Tourism
- MARK2052 Marketing Research
- MARK2054 Market Analysis
- 4 Elective courses from Modern languages or any other Faculty discipline

*Stage 4: Solutions and strategies.* Courses at this stage include:

- SERV4001 Strategic Management in Tourism and Hospitality
- SERV4002 Entrepreneurship in Services
- SERV4003 Tourism Policy and Planning
- MARK3082 Strategic Marketing Management
- 3 Elective courses
- General Education courses

### **MCom (Marketing)**

The Master of Commerce consists of 12 courses which can be completed in 18 months of full-time study.

There are four core courses:

- COMM5001 Business Communication, Ethics and Practice
- COMM5002 Managing for Value Creation 1
- COMM5003 Managing for Value Creation 2
- COMM5004 Business Project (taken at end of program)

The purpose of these core courses is to provide students with a fundamental grounding in business/commerce (irrespective of specialisation).

Plus 6 Specialisation Courses (two Disciplinary Core + four Disciplinary Specialisation Courses):

Two Disciplinary Core Courses:

- MARK5800 Customer and Market Analysis
- MARK5801 Marketing Management and Marketing Strategy

Four Disciplinary Specialisation Courses:

- MARK5810 Marketing Communication and Promotion
- MARK5811 Applied Marketing Research
- MARK5812 Distribution, Retail Channels and Logistics
- MARK5813 Product Development and Brand Management
- MARK5814 E-Marketing
- MARK5815 International Marketing in Asia
- MARK5816 Services Marketing
- MARK5817 Contemporary Issues in Marketing
- MARK5818 Marketing Professional Services

Plus 2 Elective Courses, chosen from the Master of Commerce offerings.

Students taking a certain selection of courses are eligible for the Certificate of Market Research from the Australian Market and Social Research Society (AMSRS).

## **MCom (Tourism Marketing)**

As above, there are four core courses:

- COMM5001 Business Communication, Ethics and Practice
- COMM5002 Managing for Value Creation 1
- COMM5003 Managing for Value Creation 2
- COMM5004 Business Project (taken at end of program)

Plus 6 Specialisation Courses (two Disciplinary Core + four Disciplinary Specialisation Courses):

Two Disciplinary Core Courses:

- MARK5800 Customer and Market Analysis
- MARK5801 Marketing Management and Marketing Strategy

Four Disciplinary Specialisation Courses:

- TAHM5010 Global Perspectives in Tourism
- TAHM5011 Strategic Tourism Marketing
- TAHM5012 Creating and Managing Alliances in Global Tourism
- TAHM5013 Destination Marketing and Management

Plus 2 Elective Courses, chosen from the Master of Commerce offerings.

The program is designed for students with no prior knowledge of the industry, and prepares graduates for management roles in international hotels, airlines, conference planning, consulting firms, tourism marketing, events and attractions management. The program offers a rigorous business platform, a full specialisation in marketing, and an intensive tourism and hospitality core.

Hands-on occupational training is strongly recommended for students seeking positions in the hospitality industry. This is facilitated through an accredited external partner.

## **Master of Marketing (MMktg)**

This specialised program is for those with considerable exposure to marketing in their undergraduate degree, and who possess relevant work experience.

The MMktg comprises 48 units of credit (UOC). Each student must complete 4 core courses (each 6 UOC) and 8 elective courses (each 3 UOC).

The four core courses are:

- MARK6000 Contemporary Perspectives in Marketing
- MARK6001 Business Skills for Marketers
- MARK6002 Creativity, Innovation and Change in Marketing
- MARK6003 Practicum in Marketing

Elective courses (some of which may not be available in a given year) include:

- MARK6004 Business-to-Business Marketing
- MARK6005 Advanced Services Marketing and Management

- MARK6006 Customer Relationship Management
- MARK6007 Managing Marketing Relationships, Alliances and Networks
- MARK6009 International Marketing Research
- MARK6010 Global Marketing Strategy
- MARK6011 Marketing in Asia
- MARK6012 Understanding Buyer Behaviour
- MARK6013 Advances in Consumer Analysis
- MARK6016 Marketing Databases, Information and Knowledge
- MARK6017 Analytical Methods for Segmentation, Targeting and Customer Analysis
- MARK6018 Decision Support Models for Marketers
- MARK6019 Data-Mining and Information Systems for Marketing Decisions
- MARK6020 Product and Brand Management
- MARK6021 Integrated Marketing Communication
- MARK6022 Advertising and Sales Promotion Implementation
- MARK6024 Advanced Marketing Strategy
- MARK6025 Customer Experience Management

## **PhD and MPhil**

*Stage 1: Research training.* A minimum of four research courses must be completed:

- MARK8995 Business Research Methods in Marketing
- MARK8996 Research Seminar in Marketing
- MARK8997 Advanced Quantitative Methods in Marketing
- MARK8998 Contemporary Research Methods in Marketing

These courses serve two main purposes:

- Students are given an understanding of the breadth of research in marketing. This understanding would be expected of any scholar working in the discipline.
- Practical skills are developed to help students specify, conduct and complete a research thesis (e.g. critical analysis and critical thinking, research skills, project management).

*Stage 2: Research fieldwork.* After agreement of the research proposal, students engage in fieldwork. Through periodic reviews, progress is carefully monitored and appraised.

*Stage 3: Thesis completion.* The goal is to bring the research project to a satisfactory and timely conclusion. Periodic reviews continue throughout this stage in order to minimise delays in the submission of theses.

The BCom (Honours) has a similar structure, going through similar stages, but in a more condensed form.

## **3.5 Program Management & Reviews**

The Head of School is responsible for overseeing the portfolio of programs and recommending changes of a strategic nature. The Head also appoints a coordinator, director or manager for each of the programs, and these work with the Head and lecturers-in-charge to ensure programs are coordinated and reviewed from time to time. Coordinators, directors and managers also advise students of curriculum choices.

Lecturers teaching on particular programs are encouraged to meet and exchange information. The School is committed to the First Year Experience initiative for the undergraduate program. On other programs, teaching clusters should meet to plan how one course might complement another (or purposefully contrast with another), to minimise duplication of material (unless there are pedagogic reasons for this) and to stagger the dates of major assignments.

### **3.6 Course Evaluations & Reviews**

All courses are evaluated by students. The minimum evaluation required of all lecturers-in-charge is to ask students to complete the University's standard Course Evaluation and Teaching Evaluation forms. Both sets of results are fed back to the lecturer-in-charge, with associate lecturers receiving their individual teaching evaluation results. The Head of School receives the results of the Course Evaluations directly and it is the teaching staff's responsibility to furnish the Head of School with copies of their teaching ratings, with their comments if desired. If necessary, these results are discussed. Excellent performance is recognised.

Where several tutors work with a lecturer-in-charge it is strongly recommended that the whole teaching group hold a debriefing meeting. This is also true for courses that are team taught (eg. General Education and Research courses).

Other forms of course evaluation and feedback include:

- Use of student expectations surveys at the beginning of a course
- Course surveys, written by the lecturer-in-charge to focus attention on responses that might be of diagnostic value
- Qualitative comments from students and graduates, either in writing or through focus group discussion
- Letters and emails to the lecturer-in-charge, the program coordinator, and/or Head of School
- Informal comments made by students and graduates

Not all these additional forms of feedback are used for every course, but we would expect two or three of them to be employed in each instance.

#### **End-note**

This document has been developed in response to a Faculty request that Schools develop Learning and Communication Skills Support Plans that meet the requirements of Academic Board Resolution AB00/35, 6 June, 2001. The Board's resolution requires Faculty Plans to include:

- A statement of the special skills students in their programs are expected to possess on graduation.
- A statement of how each program will ensure that students will have achieved both the generic skills expected by the University and the specific skills expected by the University and the specific skills nominated by the Faculty.
- A process for monitoring the academic activities through which these skills are achieved.

Every effort has been made to provide accurate information, however courses and course information changes and therefore this document must be read in conjunction with brochures, course outlines and the School web-site.

(Revision: 23/11/06)