1. COURSE STAFF

Lecturer-in-Charge:
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School of Marketing
Room 301 John Goodsell Building

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School of Marketing
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1.1 Communication with Staff

Consultation times:
Tuesday 5pm to 6pm
Other times by appointment

Contact outside of consultation and class times:
If you have a general question about the course, please send an email to the Lecturer-in-Charge at the address above. More specific questions about tutorials and assignments should be directed to the person taking your tutorials.

We will endeavour to respond to enquiries promptly. However, keep in mind we may be teaching other classes or working on research projects when you make an enquiry, and therefore there may be a delay in getting back to you. In particular, email correspondence will be dealt with periodically – once every couple days, not 24/7.

2. INFORMATION ABOUT THE COURSE

2.1 Teaching Times and Locations
Lectures will take place in AS M01, Tuesdays 2.00-3.30pm. AS signifies the Applied Science Building (F10 on the campus map) and M refers to the mezzanine floor (although it is actually on the ground floor as you approach the building from the north).

In most weeks tutorials will be held in either AS M01 or Quad GO45, Tuesdays 3.30-5.00pm. However, occasionally we will have visiting speakers and other activities in the 3.30-5.00pm time slot and these will take place in AS M01. Details are to be found on the course schedule (section 4).

For the location of end-of-session examinations, please consult the final examination timetable when it is released on Tuesday 30 May.
2.2 Units of Credit
The course is an elective on the Bachelor of Commerce degree, carrying six units of credit.

2.3 Relationship of This Course to Other Course Offerings

Pre-requisites
There are two pre-requisites: MARK2053 (Marketing Communications and Promotions Management) and MARK2054 (Market Analysis). In turn, these two courses have pre-requisites MARK2051 (Consumer Behaviour) and MARK2052 (Marketing Research), and all students are further assumed to have completed MARK1012 (Marketing Fundamentals). A satisfactory knowledge of the material covered in all these courses is assumed in the teaching of MARK3092.

You are assumed to have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given nor grade awarded.

Synergies
You are encouraged to make linkages with previous studies, particularly marketing communications, consumer behaviour and marketing research. Your learning is likely to be more effective when prior experiences and prior knowledge are explicitly recognised and built upon. You should take responsibility for doing this.

To prevent duplication of material, this course examines a range of issues related to strategic brand management and the way in which product development and management contribute to the ongoing health of the brand, rather than purely focusing on the communication aspects of brand management which form the core of MARK2053.

2.4 Approach to Learning and Teaching
This course has been designed to be:

- **Rigorous and informed**, in that we consider what is known about brand management through business practice, research and scholarship;

- **Encouraging of critical and independent thinking**, including an assessment of the validity of claims made about brands and brand management;

- **Professionally relevant** – by looking at workable frameworks, industry best practices, and developing knowledge/skill that will be of value in the workplace;

- **Engaging**, in the sense of actively having to resolve theoretical and practical problems through written assignments, cases, exercises, classroom/group discussions;

- **Diverse** in the use of learning and assessment methods, from conventional exams to hands-on exercises;

- **Reflective**, by relating formal approaches to brand management to experiences in daily life (we are, after all, surrounded by brands).
3. COURSE AIDS AND OUTCOMES

3.1 Course Aims
The strategic aspects of brand building and brand management are examined by addressing four major themes:

- **Perspectives.** Brands can be viewed as identifiers, icons, relationships or strategic assets. How you engage in brand management, and what you expect from it, depends on your perspective.

- **Strategic brand management.** The development and ongoing management of brands is considered within a strategic framework, taking account of customer demands, the competitive environment, and the firm’s resources and capabilities.

- **Brand management specifics.** Some specific issues are considered, including design and aesthetics, legal aspects, and accounting for brands.

- **Future outlook for brands and brand management.** The legitimacy of brands and branding is examined in the face of new threats and challenges and against a backdrop of consumer activism and assertiveness.

3.2 Student Learning Outcomes
The course gives you an understanding of:

- The role of branding in varied contexts;

- The principles of brand building and brand management;

- The need to plan in visionary and comprehensive ways;

- The value of using or undertaking research to inform your ideas and plans;

- The fact that there are alternative ways to think about brands;

- An appreciation of some of the research that has been undertaken in this field;

- An appreciation of some of the challenges and controversies that exist in this field.

In addition, the course equips you with certain skills:

- The basic skills necessary to undertake a brand audit and to use the information for forward planning;

- The capacity to analyse specific problems and challenges in brand management, and to devise sound and practical solutions to these problems;

- The ability to use resources (e.g., marketing research, research studies, expert advice, etc.) in an informed and skilful way as part of the process of developing ideas, plans and solutions;

- A capacity to assess different viewpoints and to think cogently and critically about these viewpoints.

Once equipped with these levels of knowledge and skill you should be able to consider issues of theoretical and practical significance (from “what is a brand?” to “how would
we assess the wisdom of extending our brand into a new market?”). You ought to feel confident about managing the strategic aspects of branding (e.g., thinking about the overall goals of your branding activities) and many of the tactical aspects (e.g., what legal checks to undertake when launching or changing a brand name/design).

However, not every aspect of brand management will be addressed in this course. You will not gain detailed, hands-on experience of all tactical aspects of the business (e.g., we will touch upon graphic design, but not in any great detail). Also, the nuts and bolts of using media advertising and direct marketing to support your brand are taught in MARK2053 and not repeated here.

3.3 Teaching Strategies
This is a classroom-based course and, as such, the approach will be fairly didactic. However, we will try to vary the pace by having a mix of formal lectures, exercises, case-studies and external speakers.

The purpose of the lectures is to give you some frameworks for the management of brands. These frameworks draw on the accumulated wisdom of both marketing practitioners and academics. It is to be hoped that in looking at these frameworks we can focus on best practice, rather than merely hold up a mirror to what is found in the Australian marketplace at large.

The purpose of tutorials is to provide a forum for case analysis and discussion, and for a more hands-on approach to the tasks involved in brand management. This is your opportunity to apply the material presented in lectures and to use knowledge gleaned from readings and experiences. A certain proportion of the tutorial work will be undertaken in groups, and it will be necessary to engage in group study outside formal working hours.

Self-study is important too. You cannot expect to develop the desired level of knowledge and skill from merely attending lectures and tutorials. There is a course textbook – read it! Also, your attention is drawn to supplementary readings – you are not expected to read all of these, but you should study a selection of them. In particular, many of the readings will highlight alternative perspectives and they will help you hone your skills in making critical evaluations.

4. Course Schedule

Lecture dates, topics, chapter readings and tutorial themes are shown in the following table. In the required reading column KAP refers to Kapferer, J.N. (2004) and KEL refers to Keller, K.L. (2003) – you are required to read from KAP or KEL (not both) – see section 6.1
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Part 1 (2.00-3.30)</th>
<th>Part 2 (3.30-5.00)</th>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td>Perspectives</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>28.02.06</td>
<td>Brand management principles</td>
<td>Course overview (whole class)</td>
<td>KAP 1, KEL 1</td>
</tr>
<tr>
<td>2</td>
<td>07.03.06</td>
<td>Brands as icons</td>
<td>Tutorial exercise (split class)</td>
<td>Assignment due</td>
</tr>
<tr>
<td>3</td>
<td>14.03.06</td>
<td>Brands as relationships</td>
<td>Tutorial exercise (split class)</td>
<td>Assignment due</td>
</tr>
<tr>
<td>4</td>
<td>21.03.06</td>
<td>Brands as identifiers</td>
<td>Tutorial exercise (split class)</td>
<td>Assignment due</td>
</tr>
<tr>
<td>5</td>
<td>28.03.06</td>
<td>Brands as strategic Assets</td>
<td>Briefing on brand audits (whole class)</td>
<td>KAP 2-3, 5</td>
</tr>
<tr>
<td>Strategic Brand Management</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>04.04.06</td>
<td>Developing &amp; Launching a Brand</td>
<td>Group consultations (split class)</td>
<td>KAP 7</td>
</tr>
<tr>
<td>7</td>
<td>11.04.06</td>
<td>Speaker: Unilever</td>
<td>Managing a brand (whole class)</td>
<td>KAP 8-10, 15, KEL 2-3</td>
</tr>
<tr>
<td>Mid-Session Recess</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>25.04.06</td>
<td>Brand Extensions</td>
<td>Group consultations (split class)</td>
<td>KAP 11, KEL 12</td>
</tr>
<tr>
<td>9</td>
<td>02.05.06</td>
<td>Multi-Brand Portfolios</td>
<td>Initial group presentations (split class)</td>
<td>Progress report due</td>
</tr>
<tr>
<td>10</td>
<td>09.05.06</td>
<td>International Portfolios</td>
<td>Group presentations (split class)</td>
<td>KAP 16, KEL 14</td>
</tr>
<tr>
<td>Brand Management Specifics</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>16.05.06</td>
<td>Designs and Aesthetics</td>
<td>Group presentations (split class)</td>
<td>KEL 4</td>
</tr>
<tr>
<td>12</td>
<td>23.05.06</td>
<td>Legal Aspects</td>
<td>Group presentations (split class)</td>
<td>KAP 4, 14</td>
</tr>
<tr>
<td>13</td>
<td>30.05.06</td>
<td>Final report due at start of lecture</td>
<td>Accounting for Brands</td>
<td>Speaker: Y&amp;R (whole class)</td>
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<td>Future Outlook for Brands &amp; Brand Management</td>
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<td></td>
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<tr>
<td>14</td>
<td>06.05.06</td>
<td>Brand Legitimacy &amp; Emergent Challenges</td>
<td>Exam preparation (whole class)</td>
<td>KAP 4, KEL 15</td>
</tr>
<tr>
<td>Study Period</td>
<td>10.06.06-15.06.06</td>
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<tr>
<td>Exam Period</td>
<td>16.06.06-04.07.06</td>
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5. LEARNING ASSESSMENT

5.1 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 (see below).

5.2 Assessment Details

Assessment comprises:

- Tutorial exercise 5% Individual mark
- Tutorial participation 10% Individual mark
- Major assignment 25% Group mark
- Group presentation 15% Group mark
- Final exam 45% Individual mark

You will be notified of grades for the tutorial exercises, tutorial participation and group presentations before the final exam. Grades for your major assignment will not be available before the final exam.

(1) Tutorial exercise

In the first half of semester we will be working through case studies and exercises that help illustrate some of the main themes underpinning brand management. Each week, you are expected to prepare a 2-page (single-sided, 12-point font, 1.5-spaced) answer to the questions that we ask.

You will be expected to submit your written answer each week – at the start of the tutorial. Keep a copy so you can refer to this during the tutorial itself – this will form the basis of your contribution to our discussions.

Three cases/exercises are to be submitted. You forfeit 2% for every answer not submitted by the appointed time (up to a maximum loss of 5%). One of these written answers will be chosen at random and assessed. This will be your grade for the tutorial exercise (up to a maximum grade of 5%). For general guidance on written assignments, see section 7.5.

The purpose of these exercises is to help you to:

- identify and analyse brand management issues within particular business contexts;
- evaluate and assess the information presented to you, in order to make informed suggestions.

(2) Tutorial participation

A grade will be given on the basis of your thoughtful and constructive contribution to class discussion, rather than the volume of your participation. You need to come to class prepared to discuss readings, cases and exercises, and to contribute to the discussion of group presentations. For the latter, you will be asked to comment on
other groups’ presentations, as if you were senior managers or competitors. We will provide guidelines at a later stage.

If you do not attend classes regularly, you put this component of your final grade in great peril. As noted in section 7.2, you are required to attend at least 80% of classes. In addition, if we do not receive comment sheets from you in relation to the group presentations you will forfeit a portion of your tutorial participation grade (up to a maximum loss of 5%).

The purpose of assessing participation is to:
• give you an opportunity to engage in discussion;
• help you articulate and communicate a point of view.

In discussing your findings in class, you will also be assisting your fellow classmates to gain a better understanding of the topic area.

(3) Major assignment and group presentation

You are required to work in a group consisting of approximately 5 members. You are free to choose your own group members (to be formed in week 5). Each group will be allocated (randomly) to one of the following brands:
• Google
• Yahoo
• AOL
• Microsoft
• IBM
• Apple
• HP
• Dell

There are two components to the assignment

**Part A: Brand Audit**

A brand audit enables the organisation to know what factors are contributing to a brand’s performance. An audit gathers and evaluates information about the brand and competing brands. It can be used to answer questions such as: What is my brand? What is the core proposition of my brand? What do my customers/clients/employees think about my brand? Who are the competing brands and what are they doing? What opportunities are emerging and what can threaten the brand?

To do this, each group must first agree an appropriate level of analysis (corporate, umbrella, or product brand) and an appropriate geographical coverage (global, regional, or local). Then, you must gather information on characteristics such as: brand essence, brand positioning, differentiating attributes, presentation of the brand, and monitoring and evaluation processes.
A variety of sources should be used to assemble this profile. You should consult business publications, trade magazines, journal articles, books, and company sources such as annual reports and websites. Market research evidence would be good to see (if you get hold of any). But, please do not pester brand managers of the selected brands – they have a job to do and that isn’t to answer dozens of queries from marketing students!

Potentially, there is some overlap here with the sort of broad SWOT analysis that you may have undertaken in MARK1012. However, here the focus should be firmly and squarely on brand-related issues – we do not want to be presented with a wide-ranging marketing audit of all the organisation’s activities.

**Part B: Strategic Brand Plan**

This part is forward-looking. Your task is to assess the sources of brand strength for your selected brand and suggest ways to improve and leverage that strength. Ongoing and new initiatives should be considered at a strategic level (brand positioning and extension, product and geographical portfolios, etc.) and at a tactical level (names, designs, communications, etc.). Marketing communications will come into this planning process; however, we do not want to see the same kind of creative and executional detail that you may have put into the assignment for MARK2053.

You will be briefed about the suggested content and format of the assignment in the tutorials in week 5.

**Assessment of the Major Assignment**

You are required to submit a progress report on 2 May (week 9). This report will comprise the names of your team members, the brand allocated to you for audit, an outline of how you are planning to carry out the assignment, and progress to date. In addition to the written progress report, a very brief presentation is expected too – no more than two OHP slides (no Powerpoint presentations on this occasion). This will not directly contribute to your final grade. The purpose of the progress report is to help you manage your time and give you the opportunity to gain feedback. It is in your best interest to treat this seriously – it is better to identify and resolve problems at this stage than to let these carry across into your final report.

The final report is due on 30 May (week 13) – by 2pm. This should contain both the brand audit and the proposed strategic plan for your brand, taking not more than 15 pages (single-sided, 12-point font, 1.5-spaced). A printed copy of your written report should be handed in at the start of the lecture, accompanied by a signed Assignment Cover Sheet. Please make a copy of the report for your records. See section 7.5 for general information on the preparation and submission of written work. Late submissions will be penalised.
**Assessment of the Group Presentation**

As a group, you will be required to present your brand audit during one of the tutorials in weeks 10-12. Presentations will be assessed against criteria such as: factual content, breadth of understanding and insight, analysis and findings, quality of presentation and delivery, and ability to engage the audience.

The standard and style of presentation should be commensurate with that of an internal marketing team, or agency, presenting a brand audit to a board of directors or to a director of marketing. You should give some thought to how you personally represent the brand – remember, employees are an integral component of the brand, its image and its delivery. Those groups who are not presenting will be asked to take on the role of senior managers and competitors, and offer critiques of the presentations. The quality and perceptiveness of these critiques will be reflected in your tutorial participation grade.

The purpose of the major assignment is to help you to:
- Critically evaluate a brand, in terms of its strengths, weaknesses, value and implied strategic direction;
- Propose strategic recommendations for the ongoing management of a brand, using established theory and your assessment of available data;
- Anticipate factors influencing the success or failure of the proposed strategy;
- Apply theoretical concepts in a specific business context, in order to integrate theory and practice in the process of strategic brand management;
- Work effectively in a group environment.

(4) Final examination

This will be a 3 hr, closed-book examination. The format will be explained at a later stage and example questions will be provided.

The rationale for the final examination is:
- For us to assess your comprehension and understanding of the course material;
- For you to demonstrate an ability to synthesize and integrate course material;
- To provide an opportunity to make links between ideas, theories, frameworks, and practical problems in the field of brand management;
- To show you can work independently.

6. **STUDENT RESOURCES**

6.1 **Textbook**

Most brands have to survive in intensely competitive markets. Textbook ‘brands’ are no different. There are a dozen or so leading brand management textbooks on the worldwide market. For this course two are recommended:


(ISBN: 0-7494-4283-2)

You are advised to purchase one of these books. The library and bookshop have been informed of these course textbooks. The choice of textbook is a matter of taste – as is generally the case when consumers are faced with directly competing brands. Both books offer a strategic perspective and both are informed by research evidence. Kapferer comes at issues from a business angle, whereas Keller offers more of a consumer angle. Kapferer is more discursive, which makes his book quite thoughtful, although some students say this makes it harder to understand. Keller provides a highly structured book, in the fashion of a standard textbook. Something of a European flavour imbues Kapferer’s book (he has a position at HEC School of Management in France), whereas Keller’s book has a North American feel (he is at Amos Tuck School of Business, Dartmouth College, in the USA). Dear consumer – the choice is yours!

### 6.2 Supplementary Readings

For each topic in this course several supplementary readings are suggested – see Appendix A (Supplement).

Supplementary readings are not mandatory, but they should be read selectively to give you a broader, deeper and more critical understanding of the material presented in this course. Keep in mind that these readings are merely a selection of the relevant papers. They have been chosen to illustrate a point or provide a perspective on a subject under discussion, but you should try to track down additional readings.

### 6.3 Sources of Further Information

For the main assignment you are encouraged to read more widely. Textbooks, specialist books, popular books, case-histories, journals, web-sites, etc. – all these can be of help. An extensive list of further sources is provided in Appendix B (Supplement).

### 6.4 Informal Learning

Typically, you will gain much more from this course by trying to get below the surface of the subject. So, do not only rely on formal lectures, assignments, textbooks, etc. Here are a few suggestions on how to do this:

- Reflect on the brands you know well. For what do they stand? How are they managed? Is there a brand hierarchy, and if so how do the components of the hierarchy relate to one another? What changes and improvements do you think should be made? What would you do if you were the brand manager?

- Develop the habit of scanning the relevant trade magazines such as *B&T Weekly, AdNews, Professional Marketing, Admap*, etc. These tend to have a lot of industry gossip, but they also give you a feel for how the industry operates and an idea of the challenges it faces. They are useful for brief case-histories.

- Success in brand management is not a purely intellectual matter. It also depends on application, motivation, insight and certain skills. Certain skills are honed in this course (see section 3), but we do not claim this is a substitute
for experience. So, try to practice your skills outside the classroom – if you are working, take the ideas we discuss back to the workplace and assess whether they help or hinder.

These are just a few of the ways in which you can help to make the themes of this subject ‘come alive’. Of course, you need the formal knowledge as well, otherwise you will merely have a long list of anecdotes, gut-feelings and war-stories.

6.5 Other Resources, Support and Information

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

- **Learning and study support**
  - FCE Education Development Unit (http://education.fce.unsw.edu.au)
  - UNSW Learning Centre (http://www.lc.unsw.edu.au)
  - EdTec – WebCT information (http://www.edtec.unsw.edu.au)

- **Counselling support** - http://www.counselling.unsw.edu.au

- **Library training and support services** - http://info.library.unsw.edu.au

- **Disability Support Services** – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (http://www.equity.unsw.edu.au/disabil.html). Early notification is essential to enable any necessary adjustments to be made.

7. YOUR RESPONSIBILITIES AND CONDUCT

The extent to which the goals of this course are achieved partly depends on us, but overwhelmingly it depends on you. You are responsible for managing the workload, reading the course material, attending classes, engaging constructively in discussions, etc.

7.1 Workload

It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

7.2 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.

Be punctual – late entry is very disruptive to other members of the class and it puts you at a disadvantage because you would have missed the lecture/tutorial overview.
7.3 General Conduct and Behaviour
Class participation is welcome, providing it is constructive, to the point, and directed through the lecturer. Wise-cracks are permitted, providing they are truly incisive! Other forms of participation and background chatter are not acceptable – if you have an urge to discuss last night’s episode of Desperate Housewives please do so before or after class (unless we are having a session on broadcaster branding).

Please turn off mobile phones during lectures. Also, the recording or filming of lectures is not permitted without prior consent.

More generally, 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 is not acceptable and you may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

7.4 Occupational Health and Safety
You are expected to understand relevant Occupational Health and Safety policies and student responsibilities, these are summarised at the following site:
S%20Accountability.pdf

7.5 Written Work

Writing Style
It is not the purpose of this course to turn you into copywriters. Nevertheless, it is worth keeping in mind the discipline of a good copywriter – to be brief, concise and succinct, and to write clearly in a way that communicates to the intended audience. If it helps, keep in mind how a busy senior manager is likely to react to your work – we build on this suggestion for the final assignment.

Failure to write clearly will have an impact on your grade, especially if it is impossible to assess your understanding of marketing concepts because of problems with your written English. In short, be professional in both content and presentation.

Plagiarism
You are encouraged to read widely and draw on different sources of information. However, when doing this you must reference your sources. Guidelines on how to do this are provided in the “Guide to the Presentation of Assignments”, available on the School of Marketing web-page (www.marketing.unsw.edu.au). Moreover, if you make a direct quotation, you must fully cite the source and give page numbers. Failure to do so is plagiarism, and this will result in the loss of your written assignment grades.

More generally, the University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. See Appendix A for a summary of the rules. For full information regarding policies, penalties and information to help you avoid plagiarism see:
Note that the rules on plagiarism apply equally to Web-based sources. Give as precise a reference as possible so that another reader could find the section you have quoted. Also, do not solely rely on web-based sources – not everything is to be found on the web (yet!).

Submission of written material
Observe the submission deadlines. Penalties apply if submissions are late.

All written material should be submitted in hardcopy – do not submit using email. Use A4 paper, leave at least a 2cm margin, use 12-point font size and 1.5-spaced lines, and number all pages. Observe the page limits for each written assignment, but feel free to include appendices – relevant appendices might raise your grade at the margin, whereas irrelevant ones might detract from your grade. Avoid the use of bulky folders – these will not fit into our assignment boxes and they are awkward for us to carry and return. Do not hand in written work where each page is enclosed in a clear plastic envelope – this makes it hard for us to give feedback.

You are advised to make a copy of all work submitted for assessment, and keep returned marked assignments and essays.

Confidentiality of material
Assignment material will be treated in confidence and only seen by those who are directly involved in assessment – unless you, the author, agree otherwise. If something is particularly confidential you may wish to highlight the fact on your cover sheet when submitting the work.

7.6 Special Consideration
UNSW policies and processes for Special Consideration apply (see https://my.unsw.edu.au/student/atoz/SpecialConsideration.html). Specifically:

- Applications for special consideration (including supplementary examinations) must go through UNSW Central administration (within 3 working days of the assessment to which it refers) – applications will not be accepted by teaching staff;
- Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded an amended result;
- If you are making an application for special consideration (through UNSW Central Administration) please notify your Lecturer-in-Charge in writing;
- Please note: a register of applications for Special Consideration is maintained. History of previous applications for Special Consideration is taken into account when considering each case.

7.7 Examinations
Final examination procedures are governed by University rules. All students are expected to sit the final examination. If for any reason you cannot attend the final examination, then a special consideration form must be submitted.
For examination procedures and advice concerning illness or misadventure see: https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationsrules.html

If you fail to sit the examination and have not submitted a consideration form, or have your consideration turned down, you will have to terminate your enrolment in the course and repeat the following year.

7.8 Grades
Grades are non-negotiable. Do not waste your time and ours by trying to haggle.

If you have not performed as well as you expected, re-double your efforts to understand the course material, read more about the subject, talk through the material with your peers and tutors, give more time to course preparation, edit and revise written work before you submit it, revise and practice more thoroughly before the examination. Taking these courses of action will be more productive than attempting to have your grades altered.

7.9 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.

You are expected to keep the university informed of all changes to your contact details.

7.10 Key Dates
It is your responsibility to ensure that:

- You are recorded by the University as being correctly enrolled in all your courses. The last day you can discontinue without financial penalty is Friday March 31 and the last day to discontinue without academic penalty is Friday 28 April.

- You organise your affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the session’s examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The examination period for Session 1, 2006 falls between 16 June and 4 July.

- When the provisional examination timetable is released on Tuesday 9 May, ensure that you have no clashes or unreasonable difficulty in attending the scheduled examinations. Work commitments do not constitute an 'unreasonable difficulty'. The final examination timetable is released on Tuesday 30 May.

A full list of UNSW Key Dates is located at: https://my.unsw.edu.au/student/resources/KeyDates.html
8. CONTINUAL COURSE IMPROVEMENT

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 (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.

9. YOUR LECTURER-IN-CHARGE

Lecturer-in-Charge: Mark Uncles
I am Professor of Marketing, University of New South Wales (UNSW). My research interests include: buyer behaviour, store patronage, consumer loyalty, and brand management. In recent years the Australian Research Council (ARC) has supported my work on brand choice by Chinese consumers, brand relationship dynamics, and the application of geographic information systems (GIS) in marketing. Publications have appeared in international journals such as: Sloan Management Review; Marketing Science; Journal of Retailing; Journal of Advertising Research; International Journal of Research in Marketing; Journal of Business Research; and European Journal of Marketing. I am on the editorial board of seven journals and serve as area editor of the Australian Management Journal. Two of these journals are specialist publications in the field of brand management: the Journal of Product & Brand Management and Journal of Brand Management. Until recently I was co-editor of the Australasian Marketing Journal. The Mandarin edition of my co-authored publication, The Penguin Dictionary of Business (Penguin Books), is due to appear this year.

At UNSW, I served as Head of the School of Marketing for seven years, sat on all executive committees of the Faculty of Commerce & Economics, and was twice elected onto the Academic Board of the University. I am on the Board and Executive of the UNSW Alumni Association. Previously I have held appointments at London Business School (nine years) and Bradford Management Centre (two years), and visiting positions at the Australian Graduate School of Management (six-months) and Judge Business School, University of Cambridge (six-months). I have worked closely with professional bodies in Australia – such as Australian Direct Marketing Association (ADMA) and the Advertising Federation of Australia (AFA) – and overseas. As a consultant I have worked with multinationals, including Heinz, Unilever, Kraft, P&G and Shell.

I am a long-serving member of the European Marketing Academy (EMAC), the Academy of Marketing (AM), the INFORMS Society on Marketing Science (ISMS), the American Marketing Association (AMA), and the Australian & New Zealand Marketing Academy (ANZMAC). I co-chaired major international conferences for AM, ISMS and ANZMAC. In 2005 ANZMAC awarded me a Distinguished Fellowship.

And what you really want to know – I am married, with two young boys and a cute dog.
APPENDIX: ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: http://www.lc.unsw.edu.au/plagiarism/index.html

Plagiarism is the presentation of the thoughts or work of another as one’s own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor: and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.
Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle
† Adapted with kind permission from the University of Melbourne.