



**JAIPURIA INSTITUTE OF MANAGEMENT  
PGDM; TRIMESTER V; ACADEMIC YEAR 2018-19**

Course Code and title	MKTSM509 CRM in Retail
Credits	3
Term and Year	V Term, 2018 -19
Course Pre-requisite(s)	Marketing Management
Course Requirement(s)	Knowledge of Basic Marketing & Economics Terminologies
Course Schedule (day and time of class)	Time Table Slot here
Classroom # (Location)	Campus
Course Instructor	Maninder Singh
Course Instructor Email	<a href="mailto:mvasir@gmail.com">mvasir@gmail.com</a>
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**1. Course Overview**

CRM in Retail has been designed to provide an introduction to the field of CRM in Retail. The course focuses on the fundamental principles of Retailing as a domain of study and decision making and how CRM is redefining the landscape of Retailing. As we move into future we are moving from having few products to infinite products but finite customers. With this as the reality we are left with no options but to have relationship as the only way in which the marketers would be able to survive in general but in specific this would have to be adopted by retailers.

Customer Relationship Management (CRM) in Retail is not just a marketing initiative; it has become a strategic initiative in most retail companies today. Therefore, the study of CRM in Retail has become imperative for aspiring management professionals. The basic purpose of this course is to acquaint students with the conceptual foundations of CRM as they are being used in retail, examining industry practices and discussing the relevant issues in implementation of CRM in Retail. During the course of studying CRM in Retail, students are expected to comprehend and critique the principles, models, and strategies of CRM. They are also expected to understand and manage customer life cycle, technology in CRM.

**2. Course Learning Outcomes (CLO)**

At the end of the course, the students should be able to:

- CLO 1:** Illustrate core concepts and trends in CRM in Retail **(K)**
- CLO 2:** Examine the impact of Technology on delivery of CRM in Retail **(K)**
- CLO 3:** Assess the various steps for CRM implementation **(K)**
- CLO 4:** Evaluate best practices of CRM in Retail **(S)**
- CLO 5:** Create CRM strategies for welfare and growth of all stakeholders **(A)**

### 3. Mapping of CLOs with PLO

	<b>PLO-1</b> Communicate effectively and display interpersonal skills	<b>PLO-2</b> Demonstrate Leadership and Teamwork towards achievement of organizational goals	<b>PLO-3</b> Apply relevant conceptual frameworks for effective decision-making	<b>PLO-4</b> Develop an entrepreneurial mindset for optimal business solutions	<b>PLO-5</b> Evaluate the relationship between business environment and organization	<b>PLO 6</b> Demonstrate sustainable and ethical business practices	<b>PLO-7</b> Leverage technologies for business decisions	<b>PLO-8</b> Demonstrate capability as an Independent learner
<b>CLO1</b>								X
<b>CLO2</b>			X	X				
<b>CLO3</b>					X			
<b>CLO4</b>		X						
<b>CLO5</b>						X		

### 4. Mapping of CLOs with GAs

	<b>GA 1</b>	<b>GA 2</b>	<b>GA 3</b>	<b>GA 4</b>	<b>GA 5</b>	<b>GA 6</b>	<b>GA 7</b>	<b>GA 8</b>
<b>CLO 1</b>		X				X		
<b>CLO 2</b>			X					
<b>CLO 3</b>			X		X			X
<b>CLO 4</b>			X	X	X			
<b>CLO 5</b>						X	X	

*Blocks in colour are key differentiators*

### 5. Text Book

1. Shainesh, G. & Sheth J.N. (2006). Customer Relationship Management: A Strategic Perspective. New Delhi: Macmillian

2. Michael Levy, Barton A Weitz, Ajay Pandit – 8<sup>th</sup> ed., Retailing Management. New Delhi: McGraw Companies

### 5. Assessment Task

Assessment Item	Description	Weightage	CLO						
<b>Quizzes</b>	<p>There will be three quizzes of MCQ(s), open ended questions and fill in the blank(s) type and best 1 will be considered</p> <p><b>Pre/In/beyond class:</b> In/beyond class  <b>Mode of Sharing Feedback:</b> Moodle grades</p>	10%	1,2,3						
<b>Project Report and Group Presentation</b>	<p>This is a group activity. The group members are required to select two companies in the retail sector and analyze the CRM practices of these companies. The report should include the following:</p> <ol style="list-style-type: none"> <li>1. Brief background of the two companies.</li> <li>2. CRM practices adopted in each company.</li> <li>3. Implementation and measurement of CRM strategy in the above firms</li> <li>4. CRM Software tools used by them.</li> <li>5. A comparative assessment of the practices followed by each company.</li> <li>6. Suggestions to enhance the CRM effectiveness in the selected companies.</li> </ol> <p><b>Pre/In/beyond class:</b> Beyond class</p> <p><b>Mode of Sharing Feedback:</b> Rubric and Assessed Project Report</p> <p>Data should be collected from primary and secondary sources. There would be detailed discussions in the class regarding every aspect of the project. At the end of the course each group needs to present their project work.</p> <p>In the presentation, each group would present the project work done by them. Presentations would be evaluated on the basis of content, structure, verbal communication and creativity in presenting the subject matter.</p> <p><b>Pre/In/beyond class:</b> Pre and In class</p> <p><b>Mode of Sharing Feedback:</b> Immediate feedback by faculty and Rubric</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Sl. No.</th> <th style="width: 40%;">Description of activity</th> <th style="width: 50%;">Important dates</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Sl. No.	Description of activity	Important dates				<p>10% + 10%</p>	All
Sl. No.	Description of activity	Important dates							

	1.	Submit the name of the company selected by you	3rd session			
	2.	Progress Report	10th session			
	3.	Report	19th session			
	4.	Presentation	21st and 22nd sessions			
<b>Assignment</b>	Case Study Analysis Pre/In/beyond class: In class Mode of Sharing Feedback: as per Rubric			20%	1, 4 & 5	
<b>Class Participation</b>	Students will be graded on their level of active participation during the class session time. Pre/In/beyond class: In Class Mode of Sharing Feedback: On the spot and one to one as per rubrics			10%	All	
<b>End-term examination</b>	This will be a combination of cases; application based situational questions and conceptual questions. Pre/In/beyond class: Beyond Class Mode of Sharing Feedback: Showing of Assessed Answer Sheets			40%	All	

All assessment items to have a description, weightage, and must be mapped on to the relevant CLOs.

## 6. Session Plan

Session	Topic	Pedagogy	Readings (Chapter No. & Pp.)/ Cases	Course Learning Outcomes (CLO)	SLO
<b>Module I – Conceptual Framework of CRM in Retail</b>					
1	<ul style="list-style-type: none"> <li>• Discussion of Course Outline</li> <li>• Formation of groups for project</li> <li>• Introduction to CRM – Evolution, relevance, definition and types and its application in Retail Sector</li> </ul>	Lecture and Discussion	Discussion Bh/Ch. 1, Pp. 2-6 SS/Ch. 2, Pp. 16-21	1	The students will gain an understanding of how CRM helps retail companies to gain competitive advantage in the highly competitive and volatile market of today. This module enumerates for the students the different types of CRM.
2	Introduction to the world of Retailing and	Discussion + Video	Text, Ch1, Pp.5-8 Evolution of Retail	1	To understand functions of retailers and understanding

	Emerging Scenario (Elements of Retail Mix)  Transformation of Retailing – Unorganized – Organized - Online.		<a href="https://www.youtube.com/watch?v=7MUYfpHy8m8">https://www.youtube.com/watch?v=7MUYfpHy8m8</a>  Reading – Decoding Value Creation in retail – 2018 Report <a href="http://www.rai.net.in/E-Mailers/Knowledge-Report-RLS-2018/Decoding-Value-Creation-in-Retail-RAI-BCG.pdf">http://www.rai.net.in/E-Mailers/Knowledge-Report-RLS-2018/Decoding-Value-Creation-in-Retail-RAI-BCG.pdf</a>		background information on world of retailing  Growth and Future of Organized retailing.
3	Relationship Marketing Difference Between Transaction Marketing And Relationship Marketing Determinants of Relationship	Lecture and Discussion Reading of Case	Bh/Ch. 2, Pp. 16-23 MG/ Ch. 1, Pp. 3-28. Case: Loyalty Card Programs in India Retailing ( Pre read session 2) - Beyond the Go Daddy: Customer driven innovation in a connected world  (Post read session 2) - Customer Care rests on your last FB post	1	Students understand the importance of building a relationship with the customer while specifying the determinants of and aspects involved in a relationship.
4	Understanding and analyzing the Retail Consumer	Video & Reading based discussions	Text, Ch. 4, Pp.105-113  Video – New Age retailing  <a href="https://www.youtube.com/watch?v=gRqmK4TEak">https://www.youtube.com/watch?v=gRqmK4TEak</a>  Retail trends 2018 – Deloitte report <a href="https://www2.deloitte.com/content/dam/Deloitte/uk/Doc">https://www2.deloitte.com/content/dam/Deloitte/uk/Doc</a>	1	To develop understanding of the new age retail consumers.  To decipher the decision making process of consumer in retail environment.

			<a href="#">uments/consumer-business/deloitte-uk-retail-trends-2018.pdf</a>		
5	Relationship building as a process (IDIC model) as it applies to Retail Ladder of Loyalty in Retail	Lecture and Discussion	Discussion SS/Ch. 3, Pp. 30-34 Instructor Notes (Pre read for session 3) - Customer Loyalty Programmes that work	1	Students gain knowledge of the stages of relationship management which would help them in identifying which stage is the customer presently at and how he can be moved to the next stage. Students also learn to examine the different models explaining the relationship building process
6	Understanding and analyzing the Retail Consumer	Text, Ch. 4, Pp.105-113  Video – New Age retailing  <a href="https://www.youtube.com/watch?v=gRqm qK4TEak">https://www.youtube.com/watch?v=gRqm qK4TEak</a>	Video & Reading based discussions	1	To develop understanding of the new age retail consumers.  To decipher the decision making process of consumer in retail environment.
<b>Module II: Customer Life Cycle Management in Retail</b>					
7	Customer Value: an integral part of CRM and the start of managing CLC	Lecture and Discussion	Discussion Bh/Ch. 6, Pp. 74-81 (Post read session 4) - Deliver Better value to your customers through business transformation	1	Students understand the concepts of customer value and its management The stages of a customer lifecycle are touched upon which would then be elaborated upon in subsequent sessions.
8	Managing Customer Life Cycle	Lecture and Discussion Readings	Discussion KSS/Ch. 2, Pp. 44-48 Reading : 1 Customer Life Cycle Management (Class discussion session 5) Enterprise	1,4,5	Students learn to interpret various CRM strategies that may be used in the various stages of the CLC Students develop an understanding of the different models of CRM adopted by

			Ethos		different retail companies and thus learn to demarcate which model is more appropriate for what kind of a retail company.
9	Acquisition Management	Lecture and Discussion  Reading and Case Study	Bh/Ch.8, Pp. 112-121 Case Study: Royal Bank of Scotland (Pre read session 6) Discounts are not the only way to acquire customers- Jabong  ( Pre read session 6) How Uber, Airbnb and Etsy attracted their first 1000 customers  ( Post read session 6) Going for the Goal- The human psychology of rewards  ( Post read session 6) Moments of Truth- Digital Phenomena	1,4,5	Students understand how correct positioning of the company's offer and proper targeting of the right kind of customers can help a company in building a better relationship with customers. This session is helpful to students in understanding and developing ways in which targeted customers identified by the company can be successfully acquired.
10	Customer Lifetime Value & Acquisition Management for retaining and development of customers in Retail sector	Lecture and Discussion	Discussion Bh/Ch. 8, Pp. 111-112 SS/ Ch. 4, Pp. 52-55 and KSS/Ch. 2. Pp. 62-70	1,2,5	Students assimilate the concept of CLTV as a technique for calculating the relative value of customers. Through this session, students learn to profile their present customers so as to segment them on the basis of their current profitability and potential for increased profitability.

11	Customer Retention Customer Service Role of Social Media in customer service, service recovery & retention Customer Experience Management for enhancing overall customer satisfaction Role of Technology in augmenting customer experience	Lecture and Discussion	Discussion Bh/Ch. 7, Pp. 96-99 Bh/Ch. 8, Pp. 121-124 MG/Ch. 2, Pp. 72-79	1,4,5	Students analyse customer retention strategies and examine the role of customer experience management in enhancing customer satisfaction. The session emphasizes for students the importance of overall customer experience on the satisfaction level of the customer. Thus, students become aware of elements which make up this experience and how these should be formulated to provide an overall good experience.
12	Customer Recovery Service Recovery  Churn analysis and prediction (if possible any analytical tool like Watson)	Lecture and Discussion	Discussion MG/Ch. 2, Pp. 72-79	1,4,5	Students gain an understanding of how to recognize and predict which customers might leave the organization in the near future and why. This understanding would enable the organisation to take preventive measures.
13	Customer complaint management system	Lecture and Discussion Reading	Discussion MG/Ch. 3, Pp. 80-85 (Class discussion session 11) Indians are the most Abusive customers	1,4,5	Students analyse customer complaint behavior and suggest appropriate complaint management mechanisms. Students also become knowledgeable about how customer complaints should be handled, in different situations, so as to enable recovery of lost customers.



14	Measuring customer satisfaction and loyalty	Lecture and Discussion Case and Reading	Bh/Ch. 7, Pp. 99-101 (Post read session 12) Want to keep customers coming back? Invite their participation  (Class discussion session 12) What Loyalty? High end customers are first to flee	1,2,4,5	Students are able to assess strategies adopted by companies to measure and manage customer satisfaction and loyalty.
<b>Module III: Technology in CRM</b>					
15	Use of Technology in CRM (Demo sessions on salesforce.com or Sugar CRM ) E-CRM	Lecture and Discussion Video Reading	Discussion Bh/Ch. 15, Pp. 262-274 SS/ Ch. 7, Pp. 103-105 (Post read session 13) Can Customer Reviews be managed  (Post read session 13) Opportunities for India's Travel Industry	1,2,4	Students learn to comprehend how technology can be used as a facilitator in CRM. Students are sensitized to ways in which the success of CRM can be leveraged with the use of IT tools.
16	Operational CRM Contact Centre SLAs/KRAs Lead Generation Sales Management Service Management Marketing Function Campaign Management Sales Force Automation	Lecture and Discussion Case Reading	Bh/Ch. 10, Pp. 156-165 Bh/Ch. 11, Pp. 178-179  SS/ Ch. 9, Pp. 144-154 & SS/ Ch. 7, Pp. 117-120  (Post read session 14) Reimagining Customer Journeys - Uber	1,2,4	Students discover and analyse approaches used for improving the marketing efforts of an organization at various customer touch points through the use of technology
17	Operational CRM (Continued...)	Lecture and Discussion Case		1,2,4	Students are made aware of the basic role of and elements of operational CRM how they function. Some uses and applications of automation in

					various aspects of marketing are also comprehended by students.
<b>Module IV: CRM Implementation in Retail</b>					
18	Analytical CRM Overview of Data warehousing & Data Mining Tracking and measuring effectiveness of technology use in CRM	Lecture and Discussion	SS/ Ch. 7, Pp. 106-114	1,2,4	Students learn to recognize and assess the role and importance of analysing the data collected at various touch points to enhance decision making
19	Steps in Implementation process Issues in implementing a technology solution for CRM	Lecture and Discussion Reading	Discussion Bh/Ch. 5, Pp. 55-63 SS/Ch.10, Pp. 157-167 Reading : Why CRM Implementations Fail.	1,3	Students assimilate how the tools of CRM (in the form of IT) can be implemented in an organisation in a step wise manner. This session incorporates in them knowledge about factors to be kept in mind while undertaking the beginning of the implementation programme
20	Monitoring and measuring effectiveness of CRM to enhance customer satisfaction and increase company's profitability Comparison of CSAT with NPS	Lecture and Discussion	Discussion SS/Ch.10, Pp. 157-167	1,5	Students are able to analyse and evaluate various ways of measuring effectiveness of CRM
<b>Module V: Issues and Application</b>					
21	Presentations	Presentation by Students	Project Work	All	Students learn to apply the concepts learned to an organisation of their choice and are motivated to propose their opinion regarding the same.

22.	Presentations	Presentation by Students	Project Work	All	Students learn to apply the concepts learned to an organisation of their choice and are motivated to propose their opinion regarding the same.
23	E- Tailing in India  New age technology in retailing	Hands on Exercise	Reading: Retail Industry Outlook Survey	1,3,4	To comprehend the new age retail format and understand the complexities  To appraise students with latest technology in the field of retailing
24	Issues in CRM Issues and concerns Customer privacy laws and regulations Emerging trends in CRM	Lecture and Discussion Reading	Discussion Bh/Ch. 18, Pp. 348-351	2,4,5	Customer data plays an integral role in having an effective CRM program. This brings with it its own set of challenges. Students are sensitized to the importance of maintaining privacy and managing of this data so as to build trust in the customer.

### 7. Time budgeting in course planning:

Please note that while assigning activities and planning teaching schedules following table may be of help. The weightage of items in the table is prescriptive and may vary according to course requirement. Yet it is indicative of how student time per course can be budgeted:

Activity	Description	Time Budgeted
Classes	2-3 hours per week for 12 weeks	30 hours
Reading	Prescribed readings and making notes	30 hours
Preparation of set questions, exercises and problems	Including shared and group exercises	15 hours
Preparation of assignment	Reading and writing	15 hours
Study and revision for test and end of Trimester examination	Self-preparations	15 hours
<b>TOTAL</b>		105 hours

## **8. References:**

### **A: For CRM**

1. Godson Mark, (2009). Relationship Marketing, Oxford New Delhi: University Press. (Referred hereafter as MG)
2. Kumar, A., Sinha, C. & Sharma, R. (2008). Customer Relationship Management – concepts and applications. New Delhi: Biztantra. (Referred hereafter as KSS)
3. Peppers, D. & Rogers, M. (2004) Managing Customer Relationships, Hoboken, NJ: John Wiley & Sons: Inc.
4. Customer Mania! It's Never Too Late to Build a Customer-Focused Company by Kenneth Blanchard , Jim Ballard , Fred Finch (Contributor): Free Press

### **B: For Retail**

5. Berman, B., Evans, J., & Mathur.M. (2011). Retail Management: A Strategic Approach. New Delhi: Pearson Education.
6. Biyani, K. (2007). It Happened in India. New Delhi: Rupa & Co.
7. Uniyal D., Sinha P. (2018), Managing Retailing, 3<sup>rd</sup> Edition, Oxford Higher Education

### **Internet Resources**

- [www.indiaretailnews.com](http://www.indiaretailnews.com)  
It provides comprehensive coverage of the retail news and its implications on Indian retail. It can be accessed for updates on current retail events.
- [www.retailingtoday.com](http://www.retailingtoday.com)  
It offers holistic understanding in the area of retailing. It can be accessed for opinions of retail experts on thematic topics.
- [www.rai.net.in](http://www.rai.net.in)  
It provides the best practices followed by Indian retailers for customers delight. It can be accessed for knowledge in the area of modern retail, retail research and retail benchmarks in Indian context.
- [www.etretail.com](http://www.etretail.com)  
ET edition on latest from the world of Indian and international retailing, in fact students can subscribe to daily mailer.

### **Instructions:**

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation.

Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

## 9. Rubrics for Assessment Tasks

### *Assessments and CLOs*

<b>Assessment Component</b>	<b>CLO1 Apply concepts fundamental to managing customer relationships in Retail</b>	<b>CLO2 Examine the impact of Technology on delivery of CRM in Retail</b>	<b>CLO3 Assess the various steps for CRM implementation in Retail</b>	<b>CLO4 Analyze best practices of CRM in Retail</b>	<b>CLO5 Create CRM strategies for welfare and growth of all stakeholders in Retail</b>
Quiz 1-3	X	X	X		
Written Project Report + Presentation	X	X	X	X	X
Assignment	X			X	X
Class Participation	X	X	X	X	X
End Term	X	X	X	X	X

### ***1. RUBRICS FOR QUIZ***

<b>Poor Points 0-2</b>	<b>Fair Points 3-5</b>	<b>Good Points 6-8</b>	<b>Excellent Points 9 – 10</b>
UNSATISFACTORY Only 20% or less of the answers are correct	MINIMAL Only 30% to 50% of the answers are correct	PROFICIENT 60% to 80% of the answers are correct	EXEMPLARY More than 80% of the answers are correct

## 2. RUBRICS FOR PROJECTREPORT

CRITERIA (2.5 marks each)	DEVELOPING(0- .5)	APPROACHING PROFICIENCY(1- 1.5)	PROFICIENT(2)	ADVANCED (2.5)
Adherence to framework	Very low	Somewhat adhered	High level of adherence	Total adherence
Coverage of points	Minimal	Some points are covered	Most of the points are covered	All the points are covered
Analysis	Very basic level	Average level	High level	Very high level
Quality of Suggestions given	Very low	Average	High	Excellent

## 3. RUBRICS FOR PRESENTATION

CRITERIA (2.0 marks each)	DEVELOPING (0- .5)	PROFICIENT (1-1.5)	ADVANCED (2)
Content (Group level)	Poor	Average	High
Communication (Individual level)	Poor	Average	High
Team Cohesiveness (Group level)	Poor	Average	High
Organisation of Presentation (Group level)	Poor	Average	High
Question Handling  (Individual level)	Poor	Average	High

#### 4. RUBRICS FOR ASSIGNMENT

CRITERIA (2.5marks each)	DEVELOPING (0-.5)	PROFICIENT (1-1.5)	ADVANCED (2 – 2.5)
Understanding of issues	Poor	Average	High
Linkage with concepts studied	Poor	Average	High
Identification of alternatives	Poor	Average	High
Grammar and spellings	Poor	Average	High

#### 5. RUBRICS FOR CLASS PARTICIPATION

Active Involvement	Poor Points 0-2	Fair Points 3-5	Good Points 6-8	Excellent Points 9 – 10
Constructive Comments	Poor Points 0-2	Fair Points 3-5	Good Points 6-8	Excellent Points 9 – 10
Self-Initiative	Poor Points 0-2	Fair Points 3-5	Good Points 6-8	Excellent Points 9 – 10

#### 6. RUBRICS FOR END TERM

Poor Points 0-8	Fair Points 9-20	Good Points 21-30	Excellent Points 31 – 40
UNSATISFACTORY	MINIMAL	PROFICIENT	EXEMPLARY
Most of the concepts are not clear and student is unable to understand the same.	Many of the concepts are clear and understood by student.	Majority of concepts are clear and understood by student	Most of concepts are clear and understood by the student.

#### Institute's Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

**LMS-Moodle/Impartus:**

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

**Late Submission**

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

**Plagiarism:**

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read the relevant section of Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

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