



BUSINESS SCHOOL
Te Kura Pakihi

MART 304 Sales and Sales Management

COURSE OUTLINE

Semester One, 2019

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The University of Otago's Graduate Profile

All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the *italicized* items.

Graduate attributes

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

These attributes involve substantial affective elements:

Global perspective

Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship

Interdisciplinary perspective

Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines

Lifelong learning

Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment

Scholarship

Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

These attributes include those most often sought by employers:

Communication

Ability to communicate information, arguments and analyses effectively, both orally and in writing

Critical thinking

Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity

Cultural understanding

Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

Ethics

Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community

Environmental literacy

Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems

Information literacy

Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity

Research

Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively

Self-motivation

Capacity for self-directed activity and the ability to work independently

Teamwork

Ability to work effectively as both a team leader and a team member

Paper Description and Aims

This paper introduces the theories and practices of sales and sales management. It aims to teach students to integrate sales and sales management concepts within the marketing function.

Semester Two

0.15 EFTS

18 points

Prerequisites: Two of (MART201, 202, 203) or two of (MART201, 210, 211, 212)

Learning Outcomes

Upon successful completion of this paper, you should be able to

- integrate knowledge of marketing and managerial skills into sales practices
- prepare a sales plan
- demonstrate interpersonal communication skills
- recognise the ethical issues in sales and sales management
- apply creative and problem-solving skills within a sales context

Teaching Staff

Paper Coordinator & Lecturer

Name: Dr Mathew Parackal
Office: OBS 4:35
Email: mathew.parackal@otagoa.ac.nz
Office Hours: Monday 1:00 – 2:00 pm

Lecturer

Name: Prof John Andy Wood
Office: TBA
Email: wood3ja@jmu.edu
Office Hours: TBA

You should contact Dr Mathew Parackal with any administrative enquiries about the paper, e.g. tutorial changes, or requests for late submission of assignments.

Expectations for Staff Response Time to Email Enquiries – 9 am to 5 pm, Monday to Friday, email response will generally be within 48 hours. Please be aware that staff are not available to respond to emails between 5:00 pm Friday and 9:00 am Monday.

Course Delivery

Lecture Day/Time: Monday 10:00-11:50 am

Room: TBA

Tutorials and/or Labs Day/Time: TBA

Every week students must attend **one 110 minute lecture** and **one 50 minute tutorial** when scheduled

Lectures present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by readings.

Tutorials are interactive, collaborative sessions in which students attempt to cement concepts presented at lectures with their peers in a supportive environment.

Tutorials begin in the **second** week of the semester. You will be allocated to a tutorial and this will be available in eVision.

Tutorials offer you the opportunity to work in groups on a series of tasks designed to apply the concepts that you have been exposed to in class and from your reading and to stimulate your interest in the course as it applies to “everyday” issues. The key feature of tutorials, as opposed to lectures and individual study, is participation of all members of the tutorial group. **Please prepare for tutorials before going to them.**

Course Calendar The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

Students are expected to prepare for and attend all classes to gain full benefit from the course

These activities should be prepared for by reviewing information detailed on Blackboard and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

Expectations and Workload

MART 304 is an 18-point paper. The University guidelines suggest students can expect to spend about two hours working per week, per three points, for a single semester paper. You should expect to spend up to 12 hours per week on this course. This includes lectures, tutorials, coursework and preparation. Direct contact includes 1 x 2-hour lecture and up to six tutorials of up to 2 hours each week, throughout the semester.

Course Learning Resources

There are copies of these texts in the library and on library reserve:

SPIN Selling by Neil Rackham

Customer relationship management: concepts and technologies by Francis Buttle, Francis., (2nd ed.). Oxford: Butterworth-Heinemann.

Writing guidelines for business students by Lisa Emerson (3rd ed.). Southbank, Vic:

Blackboard

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

Student Webmail

IMPORTANT - DO THIS NOW:

Forward your University email address to an email address that you use regularly as follows:

1. [Log into your StudentMail account](#) using your student username and password
2. Click **Cog button (top right corner) > Options**
3. Under **Account**, select the **Forward your email** shortcut under the **Short Cuts** menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the **Start forwarding** button.

Assessment

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

| Assessment | Due date | % of final grade |
|---|--|------------------|
| Sales concept | | |
| <ul style="list-style-type: none"> Document for the sales meeting | Week beginning on 11 March 2019, in tutorials | 5 |
| <ul style="list-style-type: none"> Presentation in a sales meeting | Week beginning on 17 March 2019, during tutorial times | 5 |
| Sales plan | 12 April 2019 | 15 |
| Individual essay | 10 May 2019 | 20 |
| Reflection | 17 May 2019 | 5 |
| Final Exam | TBA | 50 |

Assessment Format

1. Sales concept (10%)

Students will work in teams of four. Teams will develop a sales concept for a client. The concept to be formally presented to the client and tutor (management team) in a sales meeting. Before the meeting, teams will be required to prepare and submit a document for the sales meeting, outlining the sales concept, the value it offers, an appropriate sales strategy and the target market for selling the concept (Maximum 2-3 pages) (5%). This document is due in the tutorials in the week beginning on **11 March 2019**. Following the submission, teams will attend the sales meeting with the management during the tutorial timing in the week beginning on **18 March 2019**. This meeting will be held in the tutor's office in the Department of Marketing. In this meeting, teams will present their sales concept, outline the sales strategy, sales target and explain how that will be achieved (Maximum 4 slides) (5%). The teams are responsible for recording the minutes of their sales meeting; the same must be included in the appendix of the Sale plan.

2. Sales plan (15%)

Teams will be required to address the recommendations made by the management in the sales meeting and prepare a sales plan. The minutes of the sales meeting, showing the recommendations must be included in the sales plan. The sales plan is due on **12 April 2019**.

3. Individual essay (20%)

The objective of the individual essay is to develop in-depth critical analysis skills by researching and discussing an important issue in sales. Students are to prepare the essay, informed by academic

literature, on a topic provided during the course. Detailed instructions for writing the essay will be given during the semester. The individual essay is due on **10 May 2019**

Reflections (5%)

The reflections consist of four self-reflections on the tutorial topics (Sales concept, Prospecting, Sales meeting, Sales call planning), and a fifth one on a recent sales experience students have had in the marketplace. Each reflection must be brought to the following tutorial for the tutor to sight and initial. These are to be assembled (stapled together) and submitted with a cover sheet into tutors' letterbox on **17 May 2019**. Note: to be eligible to submit a self-reflection, students must have attended the corresponding tutorial. Attendance will be taken in the tutorials.

5. Final Examination 50%

TBA

Assignment Submission Procedure

Submission through TurnItIn

<https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/>

Late Assignments

Please refer to the policy at the back of this course outline.

Referencing Style and Style Guide

For this paper, the referencing style is (*e.g. Harvard, Chicago, APA, etc*). Here is a link to the style guide: (*insert link*) Style guides are also available on the University Library website: <http://www.otago.ac.nz/library/quicklinks/citation/index.html>

Maori Language Policy

The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to: <http://www.otago.ac.nz/administration/policies/otago0003239>

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

Quality Assurance

At the Otago Business School, we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential, and the outcome will not affect your grades.

Learning Outcomes

| Learning Outcome | Sales concept | Sales plan | Individual essay | Reflections | Exam |
|---|---------------|------------|------------------|-------------|------|
| Integrate knowledge of marketing and managerial skills into sales practices | ✓ | ✓ | ✓ | ✓ | ✓ |
| Plan a sales plan | ✓ | ✓ | | | ✓ |
| Interpersonal communication skills | ✓ | ✓ | | ✓ | |
| Recognise the ethical issues in sales | ✓ | ✓ | ✓ | | |
| Creativity and problem-solving skills | ✓ | ✓ | ✓ | | ✓ |
| % of the final grade | 10% | 15% | 20% | 5% | 50% |

Grading System

The grading scheme used at Otago is:

| | | | |
|-----------|--------|-----------|-------|
| A+ | 90-100 | C+ | 60-64 |
| A | 85-89 | C | 55-59 |
| A- | 80-84 | C- | 50-54 |
| B+ | 75-79 | D | 40-49 |
| B | 70-74 | E | <40 |
| B- | 65-69 | | |

Academic Integrity

Students should ensure that all submitted work is their own. Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek

advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and Academic Integrity can be found through the links below. The Academic Integrity website, in particular, has a number of useful links and suggestions as to where students can get help with referencing issues.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

Course Calendar

| Lecture/ Tutorial Number | Week Commencing* | Topic | Reading |
|--------------------------------|------------------|----------------------------------|----------------------------|
| 1 | 25 Feb | Introduction | Available on blackboard |
| 2 | 4 March | Prospecting | |
| 3 | 11 March | Sales process | |
| 4 | 18 March | Sales closing | |
| 5 | 25 March | Customer relationship management | |
| 6 | 1 April | Sales leadership | |
| 7 | 8 April | Territory management | |
| 8 | 15 April | Time management | |
| Mid Semester Break | | 22-26 April | |
| 9 | 29 April | Sales forecasting | Available on blackboard |
| 10 | 6 May | Sales ethics | |
| 11 | 13 May | Performance & compensation | |
| 12 | 20 May | Guest lecture | |
| 13 | 27 May | Exam review | |

MART 304 Sales and Sales Management

| Tutorial Number | Week Commencing* | Topic | Activity |
|-----------------|------------------|-----------------------------------|--|
| 1 | 4 March | Sales concept | In this tutorial, teams (of four students) for the group project will be decided. Teams will decide the sales concept for their group work |
| 2 | 11 March | Prospecting | <p>Prior to this tutorial, teams need to research the market to gain an understanding of the opportunity for their concept. Based on the research, they will submit a write up on their concept, outlining the value offered, the sales strategy and target market to the tutor (3 pages maximum). This submission will be the bases of the sales meeting in the following week. Teams will be assigned a time slot for the sales meeting in this session.</p> <p>In the tutorial, teams will finalise the sales target and decide the prospecting methods for their concepts.</p> |
| 3 | 18 March | Sales meeting | Consider this as a sales meeting called by the management. All group members must be present and participate in the sales meeting. Groups will be required to record the minutes of the sales meeting. The task for the group is to convince the management of the concept and show its potential. Come prepared with 3-4 slides. |
| 4 | 25 March | Planning & testing the sales call | <p>In this tutorial, teams will plan the sales call for achieving the sales target agreed with the management.</p> <p>Teams will test the sales call in role-plays.</p> |
| 5 | 15 April | Help session | <p>Help session for the Individual Essay.</p> <p>Students to evaluate a recent sales experience, relying on the knowledge gained during lectures and tutorials. The evaluation to be included with the reflection as the fifth item.</p> |

| | | | |
|---|----------|--------------|--|
| 6 | 29 April | Help session | One-on-one help session for the Individual essay in tutor's office |
| 7 | 6 May | Help session | One-on-one help session for the Individual essay in tutor's office |

*** First week of Semester 1 is ACADEMIC WEEK 9**

Lectures end Friday 31 May

University Exam Period First Semester Begins Wednesday 5 June

Ends Wednesday 19 June

Student Learning Support and Information

Student Charter

<http://www.otago.ac.nz/about/otago0005275.html>

Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email ask.library@otago.ac.nz

Māori Student Support

Kaiārahi Māori

Contact Rachel Sizemore

Email: kaiarahi.obs@otago.ac.nz

Their role is to help link Māori students with the various support networks throughout the university and the community.

Pacific Islands' Student Academic Advisor

Warm Pacific Greetings

Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students' and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.

Email: esmay.eteuati@otago.ac.nz

Tel: 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.

Contact Kirsten at the following:

Email: kirsten.robertson@otago.ac.nz

Tel: 479 8451

Equity Advisor

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

Mathew Parackal

Email: mathew.parackal@otago.ac.nz

Tel: 479 7696

Student Feedback

We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback. Following are the recent changes to this course as a result of constructive feedback received:

- Provide one-on-one help for the individual essay
- Include a sales meeting attended by the tutor
- Discuss exam questions during the course

Class Representatives

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department, and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

Concerns about the Course

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

UNIVERSITY OF OTAGO
Policy on Student Internal Assessment

The purpose of this document is to have a consistent policy throughout the department as well as to develop students' time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.
2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.
If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.
3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.
4. Tutors and lecturers are **not** authorised to give extensions. **Only** the paper administrator should be approached (consult the course outline for the person(s) responsible).

Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

5. **Academic Misconduct** – “Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism.” Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
6. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

The procedure to be followed is:

- i) students should try to resolve the problems within the group without outside assistance.
- ii) students should meet with their tutor to endeavor to resolve outstanding issues.
- iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

This procedure **MUST** be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

- iv) students will complete a 'Peer Assessment' form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.

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Policy for Special Consideration in Final Exams

***** All applications for special consideration must be dealt with through the examinations office not the department *****

The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

Process

You need to make an application through your eVision student portal. For further information please see <https://www.otago.ac.nz/study/exams/otago062916.html>

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

Deadline:

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

Please Note:

Applications cannot be accepted without supporting documentation such as a medical certificate.

Absences

1. A student may be offered an aegrotat pass providing:
 - (a) their grade for internal assessment is C+ or better and
 - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.

Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

Impaired Performance

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.