MART 448 Advanced Business Analytics

COURSE OUTLINE

Semester Two, 2019

Contents

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

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Paper Description and Aims

This paper aims to develop mastery in the application of advanced analytics in a business context using SAS. Topics include data marts, data access and integration, predictive modelling integrating machine learning, statistical methods, honest assessment, oversampling, decision weights, text mining and experimental design.

Learning Outcomes

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

1. Understand modern data analytics in the context of typical business problems, data environments, business structures and customer contexts
2. Reliably select and specify useful analysis steps in a given data mining / predictive modelling problem approach
3. Apply analytical tools to typical business problems and data
4. Critical evaluate data preparation and techniques so as to become effective analysts of typically messy, flawed business data

Teaching Staff

Paper Coordinator
Name: Dr. Damien Mather
Office: OBS438
Email: damien.mather@otago.ac.nz
Office Hours: Mon & Wed 2:00pm to 2:50pm

Lecturer
Name: Dr. Damien Mather
Office: OBS438
Email: damien.mather@otago.ac.nz
Office Hours: Mon & Wed2:00pm to 2:50pm

You should contact Dr. Damien Mather with any administrative enquiries about the paper.

All requests for late submissions of assignments should be addressed to the programme directors, if you are enrolled in one.
Associate Professor Leah Watkins (MMart programme director)
Email: leah.watkins@otago.ac.nz
Associate Professor Peter Whigham (MBusDataSci programme director)
Email: peter.whigham@otago.ac.nz

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

Course Delivery

Lecture Day/Time: **Monday 10:00 am – 10:50 am Room: WCAL**
Lecture Day/Time: **Tuesday 2:00 pm – 2:50 pm   Room: WCAL**
Lecture Day/Time: **Wednesday 9:00 am – 9:50 am   Room: WCAL**

Labs Day/Time: **Tuesday 11:00 am – 11:50am in WCAL**
Labs Day/Time: **Tuesday 3:00 pm – 3:50pm in WCAL**
Labs Day/Time: **Wednesday 10:00am – 10:50am in WCAL**

Every week students must attend three 50 minute lectures and and three 50 minute labs

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

Labs begin in the **first** week of semester.

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

Labs 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 lectures and labs, as opposed to individual study, is participation of all members of the group. **Please prepare for lectures and labs before going to them by reading the course text and any assigned readings.**

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

MART448 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 240 hours on this subject over the duration of the semester, or, to put it another way, an average of 20 hours on average every teaching week. I expect you therefore to attend all 6 hours of lectures and labs each week and, in addition, to put in on average another 14 hours each week on self-directed study, analysis and writing reports and assignments. Students can therefore expect to spend about 1.5 hours per week preparing for lectures, 3 hours per week attending lectures, 3 hours per week attending computer labs, 2 hours per week on targeted readings, 30 minutes per week preparing participative monthly summaries and 4 hours a week writing each one of the 3 assignments or preparing for the final lab assessment. Participation in classes is an essential part of the course, in line with a peer assisted learning pedagogy. In order to encourage students to engage, participation will be assessed and rewarded. Note that class participation requires you to discuss questions posed by the lecturer amongst the class, critically evaluate your conclusions and attempt answers. If you do not contribute in class you will be expected to contribute to Blackboard blogs on course topics. Lab participation means documenting your lab work with screenshots and critically answering questions about implications of your findings for the analysis business problems in the course text.

• You are expected to make a substantial and substantive contribution to the lecture and computer lab discussions based on your critical evaluation of the set readings, and your reflections on the knowledge and experience you and your classmates bring to class discussions. Evidence of that contribution will be based on the content of your written summaries, specific elements in the written assignments and the lecturer's own notes on your participation in lectures and computer labs, especially on:
• The quality of your presentation and discussion of specific readings.
• The quality and intensity of your engagement with the discussion of other students' contributions.
• Evidence of you having built rapport with the rest of the group, such as assisting other students and answering other students' queries, either in class or online in Blackboard groups.
• Clear evidence of how you have applied the learning from the set readings and class discussions to your assessment tasks.

Course Learning Resources

The required text is Advanced Business Analytics, volumes 1 and 2, SAS Institute, 2012. A PDF of the text is available for download from the Blackboard Course Documents page for this course and printed volumes are available for semester loan upon application to the course co-ordinator.

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 lab practical test. Assignment essay topics may be changed via individual negotiation with the course co-ordinator, as long as the changes are negotiated at least 10 calendar days before the due date. Note for the first assignment this means the first day of lectures. Suggested readings as a starting guide only for these essays will be posted on Blackboard. I have posting a detailed assessment rubric for each practical report or essay, see p12 of this course outline. Students are strongly encouraged to submit their best effort at least 7 days before the deadline for detailed feedback on how to improve their assignments. Every effort will be made to return any such feedback at least 2 days before the assignment due date. 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
Assignment 1 Topic: Literature research, critique and reflection on "ABA is a modern development" & "proactive analytical firms compete more effectively"	Assignment 1 due 9:00am 22nd July	9
Assignment 2 topic: Part 1, the practical report: Generate screen snapshots of project process flow and RTFs of charts as described in the required text on ch 2 pp43-44, 84 and 86 and as demonstrated in labs for the financial institution data management and catalog case study exercises ch2 pp 33-46 and pp 76-86.	Assignment 2 due 9:00m 12th. August	24

Part 2 essay topic: business intelligence vs business analytics: research, summarize and justify a choice amongst the various views on the relationship between the two		
Assignment 3 topic: Part1: Practical Report: Conduct the Predictive Modelling exercise at the end of chapter 3 in the text book (starting ch 3 p 65). Part 2 essay topic: Research, discuss and debate: "Everyone will need analytics eventually. Proactively analytical people will be more marketable and more successful in their work"	Assignment 3 due 9:00am 16th. September	24
Practical Test Final Practical test in class	Practical Lab Test during last two scheduled contact hours of course, 9:00 am to 10:50 am 10th. October	24
Class participation: assessed by lecturer based on quality of questions and contributions both in class and online in blackboard discussion threads	Assessed after every contact session.	13
Learning summaries: assessed by the depth, quality, structure, organisation and grammar evident in the written reflections.	Last contact session of every calendar month	6

Assessment Format
Practical reports should include sufficient screenshots so as to demonstrate or show evidence of the results of key decisions students make regarding inclusion or sequencing of analytic nodes and any changes to default node properties. Essays should be well written in good academic English, with arguments, critiques and conclusions supported by citations and a bibliography that draws equally from both scholarly academic articles and proceedings as well as non-peer-reviewed industry sector periodicals and newspaper articles wherever possible.

Assignment Submission Procedure
Submit all assignments both via email to damien.mather@otago.ac.nz and also in printed paper format to Dr. Damien Mather's blue mailbox on Lv 4, Department of Marketing, Otago Business School

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

Referencing Style and Style Guide
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/otago003239
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	Assignment 1	Assignment 2	Assignment 3	Practical Lab	Course participation	Reflective	Total
1. Understand modern data analytics in the context of typical business problems, data environments, business structures and customer contexts	2.25	6	6	6	3.25	1.5	25
2. Reliably select and specify analysis steps in a given data mining / predictive modelling problem approach	2.25	6	6	6	3.25	1.5	25
3. Apply analytical tools to typical business problems and data	2.25	6	6	6	3.25	1.5	25
4. Critical evaluation of data preparation and technique so as to become effective analysts of typically messy, flawed business data	2.25	6	6	6	3.25	1.5	25
Total	9	24	24	24	13	6	100%

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 the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful inks 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

Week Number	Week Commencing*	Topic	Reading
1	8 July	Overview of business analytics, data marts, data access & integration Basics of business analytics: thinking analytically, and introduction to terminology	Course notes vol. 1 Chapters 1 & 2
2	15 July	Classical statistics vs. business analytics, overview of techniques, data management, case studies (a financial institution, exploring data, descriptive reporting, visual exploration)	Course notes vol. 1 Chapter 2
3	22 July	Data difficulties, SAS Enterprise Miner: the primer: Mail order catalog campaign case study: data source, defining column metadata, changing sampling defaults	Course notes vol. 1 Chapter 2. **Assignment 1 due 9:00am 22th July**
4	29 July	Honest Assessement, Project analytics methodology, RFM analysis on the Catalog case study data, graphical RFM analysis	Course notes vol. 1 Chapter 2
5	5 August	Rapid Predictive Modelling: Catalog case study, model settings, output, registering the model, scoring new data, Census income case study, model management	Course notes vol. 1 Chapter 3
6	12 August	Predictive Modelling: Decision trees, binary logistic regression, Catalog case study – logit regression	Course notes vol. 1 Chapter 4. **Assignment 2 due 9:00m 12th. August**
7	19 August	Predictive Modelling: Model management, Churn case study, model management	Course notes vol. 1 Chapter 4
	Mid Semester Break	**26-30 August**	
8	2 September	Motivation for experimentation, introducing experiments, multifactor experiments	Course notes vol. 1 Chapter 5
9	9 September	Experimental design in a modern business context, orthogonality, case study: credit card case study, blocking designs, designs for interval/ratio target responses. Case study – battery life.	Course notes vol. 1 Chapter 5
10	16 September	Text Mining: introduction, concepts, tools, example marketing applications	Materials provided in lecture **Assignment 3**

			due 9:00am 16th. September
11	23 September	Text Mining – case study: Financial Services sales lead generation using text and data mining (logit regression)	Materials provided in lecture
12	30 September	Survival Models – introduction, case study 1	Materials provided in lecture
13	7 October	Survival Models – case studies 1 & 2	Materials provided in lecture. Practical Lab Test is taken during the last two scheduled contact hours

* First week of Semester 2 is ACADEMIC WEEK 28
Lectures and Labs end Wednesday 9 Oct

Criteria for evaluation of essays	Exemplary	Good	Satisfactory	Unsatisfactory
Context of and purpose for writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Fails to demonstrate attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Spelling, punctuation and grammar	Spelling, punctuation and grammar of a very high standard.	No spelling or punctuation errors. Grammatically correct and appropriate for the nature of work and audience.	Few spelling or punctuation errors. Grammatically correct and appropriate for the nature of work and audience.	Obvious issues with spelling and/or punctuation which detract from understanding the work. Grammatically inappropriate for the nature of work and audience.
Content development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Fails to use appropriate and relevant content to develop simple ideas in some parts of the work.
Sources and evidence	Demonstrates skilful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates a capability attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Fails to demonstrate a capability to use sources to support ideas in the writing.

Student Learning Support and Information

Student Charter
http://www.otago.ac.nz/about/otago005275.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. A rubric for the assessment of the essay part of the 3 assignments has been added to this course outline this year to clarify expectations of the standard required (see p12 of this course outline).

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.

    Lecturers are **not** authorised to give extensions. **Only** the programme leaders should be approached for extensions. Leah Watkins and Lisa McNeill are the programme leaders for this course

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

4. **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.

5. **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.

UNIVERSITY OF OTAGO
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.