MART 355 Business Project

COURSE OUTLINE

Full Year, 2020
Contents

The University of Otago's Graduate Profile ................................................................. 1
Paper Description and Aims ...................................................................................... 2
Learning Outcomes ..................................................................................................... 3
Teaching Staff ............................................................................................................ 3
Course Delivery .......................................................................................................... 3
Expectations and Workload ....................................................................................... 4
Course Learning Resources ....................................................................................... 5
  Blackboard .................................................................................................................. 5
  Student Webmail ........................................................................................................ 5
Assessment .................................................................................................................. 6
  Quality Assurance ...................................................................................................... 7
  Learning Outcomes .................................................................................................... 8
  Grading System .......................................................................................................... 8
Course Calendar ......................................................................................................... 10
Student Learning Support and Information ............................................................. 12
  Student Charter .......................................................................................................... 12
  Guidelines for Learning at Otago ............................................................................... 12
  Student Learning Centre ........................................................................................... 12
  Library Support .......................................................................................................... 12
  Māori Student Support .............................................................................................. 13
  Pacific Islands’ Student Academic Advisor ............................................................... 13
  Equity Advisor ........................................................................................................... 13
Student Feedback ...................................................................................................... 13
  Class Representatives ............................................................................................... 13
  Concerns about the Course ....................................................................................... 14
Disclaimer ................................................................................................................... 14
Policy on Student Internal Assessment .................................................................... 15
Policy for Special Consideration in Final Exams ..................................................... 16
## 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:

<table>
<thead>
<tr>
<th>Global perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interdisciplinary perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lifelong learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to the fundamental importance of the acquisition and development of knowledge and understanding</td>
</tr>
</tbody>
</table>

These attributes include those most often sought by employers:

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to communicate information, arguments and analyses effectively, both orally and in writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cultural understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity for self-directed activity and the ability to work independently</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work effectively as both a team leader and a team member</td>
</tr>
</tbody>
</table>
Paper Description and Aims

The key aim of this paper is to provide students with the skills and experience to conduct consultancy based projects. Teams of students will conduct a 'live' business project tailored to suit individual client needs whilst meeting the broader academic criteria set down for this paper. A client project may encompass a number of tasks mutually agreed between the client, the course leaders and the student team in achieving a specified outcome. Typical projects include activities related to:

- Conducting market research.
- Preparation of a strategic plan.
- Conducting a feasibility study for a proposed new venture.
- The design and implementation of an event, marketing programme or new product/service launch.
- All projects plans are expected to be fully costed with forecasts. Therefore you will need to include some financial analysis as part of the final report.

The overall objective of this paper is to improve students' confidence and ability to design and carry out marketing management activities in a 'real' and 'live' business setting. As part of the course, students are encouraged to develop an appreciation of marketing challenges and opportunities to be found across a range of contexts and organisations, thus emphasising the transferability of generic approaches.

As such, students enrolled on this course are expected to be proactive in problem solving, be very good at project management and have excellent interpersonal skills. In effect, you will be taking on a consultancy role.

As is the case with most real business challenges, students are required to collect primary research as evidence to back up their recommendations and convince their client that this is the best course of action.

Full Year 0.3 EFTS 36 points

Prerequisites: (MART201, MART202, MART203 AND MART307 with an average of B across all papers) or (MART212, and two of MART201, MART210, MART211 with an average of B across all papers).
Learning Outcomes

1. Analyse issues logically and critically, to challenge conventional assumptions, to consider different options and viewpoints, and make informed recommendations in a business setting.
2. Effectively communicate information, arguments, and research in a presentation.
3. Effectively communicate information, arguments, and research in a business project.
4. Demonstrate the ability to acquire new knowledge and new skills, the capacity for self-directed activity and ability to work independently.
5. Demonstrate the ability to work effectively as a member of a team.

Teaching Staff

Paper Administrator
Name: Cathie Child
Office: OBS 4.42
Email: Cathie.child@otago.ac.nz
Office Hours: Please refer to Blackboard

Lecturer
Name: Associate Professor Maree Thyne
Office: OBS 4.06
Email: maree.thyne@otago.ac.nz
Office Hours: Please refer to Blackboard

Lecturer
Name: Associate Professor Kirsten Robertson
Office: OBS 4.29
Email: Kirsten.robertson@otago.ac.nz
Office Hours: Please refer to Blackboard

You should contact the Cathie Child with any administrative enquiries about the paper, e.g. requests for late submission of assignments.

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

Course Delivery

Lecture Day/Time: Thursday 15:00-16:50
Room: OBS 4.26
Students will form teams and be assigned a business client for whom they are expected to carry out a practical marketing project under the guidance of the lecturers on the paper. Classes will involve practical and interactive workshops to assist with completing the projects successfully.

For most projects a three-stage approach is followed:

- The first stage involves an 'issues' focussed meeting with the client and subsequent preparation of a detailed proposal. This forms the blueprint of the project. The lecturers will be present at that meeting as an observer (and support if needed) but the student team is responsible for setting the agenda and running the meeting.

- The second stage normally involves some hands-on research collecting both secondary and primary research.

- The final stage involves consideration of alternative strategies/solutions and appropriate recommendations to the client, based on the evidence you have collected.

Client companies and organisations have already been pre-selected and topics loosely agreed and a brief description of each project will be circulated to students. The department has assessed the suitability of each project and clarified the issues with the client at a general level. Whilst the very broad boundaries of the project have been determined, it is the student team's task to scope the project and prepare a very detailed proposal.

**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.

**Expectations and Workload**

MART 355 is a 36 point paper. The University guidelines suggest students can expect to spend about two hours working per week, per three points. You should expect to spend up to 12 hours per week on this course over the course of the two semesters.

The majority of work is outside of the two timetabled hours and it is anticipated each team member will spend at least an additional 10 hours per week on the project.

To put this into perspective, the client can expect to receive a report that has collectively taken a team of three between 900 and 1000 hours to prepare.
Course Learning Resources

Blackboard

*Blackboard* [https://blackboard.otago.ac.nz/](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-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.*

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of the proposal</td>
<td>April 30 &amp; May 7th</td>
<td>20</td>
</tr>
<tr>
<td>- Situational Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Problem Statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Suggested Method</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of the provisional findings</td>
<td>Aug 6 &amp; 13</td>
<td>20</td>
</tr>
<tr>
<td>- Provisional Findings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provisional Recommendations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Written Report</td>
<td>Sept 24</td>
<td>40</td>
</tr>
<tr>
<td>Presentation to Client</td>
<td>TBC</td>
<td>20</td>
</tr>
</tbody>
</table>

Assessment Format

Once each team has been assigned a client organisation they will prepare a detailed proposal describing the work they intend to carry out for the client over the year. The proposal will include: a detailed situational analysis identifying and profiling key features about the organisations and the external factors affecting it; the problem; proposed method to address the problem; a detailed budget, specified milestones and review points, completion dates, and expected outcomes. The proposal must be presented during class time for approval by the course lecturers. Students will then proceed to carry out the work detailed in the proposal. Any deviation(s) must be discussed with and agreed in advance with the course lecturers. This stage involves researching evidence to substantiate your proposed course of action. *Any research that is to be carried out must be in accordance with the University's ethical guidelines and have the prior approval of the Marketing Department's ethical committee.* It can take up to 10 working days to gain approval. Finally, the completed project is compiled and submitted.

Deadlines are shown on the assessment schedule above. The course material will be graded at a number of stages.

- The presentation of the proposal contributes 20% towards the final grade. The presentations will take place in class time. Until your proposal has been approved by the course leaders it must not go to the client.
- The presentation of the provisional findings contributes 20% towards the final grade. The presentations will also take place in class time.
- The Final Report contributes 40% of the final grade. The written report is due by 5:00pm on Thursday 24th September. Until this report has been approved by the course leaders it must not go to the client.
- The presentation of your report to the client contributes 20% towards the final grade.
Students should document the work they do. Keeping minutes of all meetings, action points and a diary of activities is good practice. Feedback on progress will be provided by your supervisor on a regular basis. We suggest that a weekly meeting be arranged with your group.

All work will be graded by your supervisor on this course. Students will be awarded a single grade based on overall team performance unless the supervisor considers it necessary to do otherwise. Attention is drawn to the attached policy on internal assessment as adopted by the Department of Marketing. For this course it is a requirement to complete a peer assessment form after the proposals have been submitted and again at the end of the course.

**OTHER RELEVANT INFORMATION:**
The key to getting a high grade in this paper is solid project management skills. Students need to maintain a steady work input within their team and attend all scheduled workshops.

**Assignment Submission Procedure**
Submission through Turnitin
[https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/](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**
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](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](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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Proposal presentation</th>
<th>Prelim Findings presentation</th>
<th>Report</th>
<th>Final written Report</th>
<th>Final Report presentation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse issues logically and critically, to challenge conventional assumptions, to consider different options and viewpoints, and make informed recommendations in a business setting.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively communicate information, arguments, and research in a presentation.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively communicate information, arguments, and research in a written business project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to acquire new knowledge and new skills, the capacity for self-directed activity and ability to work independently</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate the ability to work effectively as a member of a team.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>20</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

## Grading System

The grading scheme used at Otago is:

- **A+**: 90-100
- **A**: 85-89
- **A-**: 80-84
- **B+**: 75-79
- **B**: 70-74
- **B-**: 65-69
- **C+**: 60-64
- **C**: 55-59
- **C-**: 50-54
- **D**: 40-49
- **E**: <40
**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](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/otago116838.html)

[http://www.otago.ac.nz/administration/policies/otago116850.html](http://www.otago.ac.nz/administration/policies/otago116850.html)
# Course Calendar

## Semester One

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecturers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 Feb</td>
<td>• No workshop</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | 2 March        | • Introduction to the Course  
• Finalising Teams and Projects | Maree and Kirsten |
| 3    | 9 March        | • Doing a Proposal  
• Marketing strategy, business plans and project structures  
• SWOT | Kirsten and Maree |
| 4    | 16 March       | **Q&A with the organisations** | Kirsten and Maree |
| 5    | 23 March       | • Developing the Research Question  
• Research Methods | Maree and Kirsten |
| 6    | 30 March       | **Teams work on project under the supervision of the course leaders** |           |
| 7    | 6 April        | **Teams work on project under the supervision of the course leaders** |           |
|      | **Mid Semester Break** | **13-17 April** |           |
| 8    | 20 April       | **Teams work on project under the supervision of the course leaders** |           |
| 9    | 27 April       | • Presentation 1 (proposal) – First Four Groups | Kirsten and Maree |
| 10   | 4 May          | • Presentation 1 (proposal) – Second Four Groups | Maree and Kirsten |
| 11   | 11 May         | • Peer review of Situation Analysis, Problem Statement, Proposed Method | Kirsten and Maree |
| 12   | 28 May         | • Completing your Research Ethics Form | Maree and Kirsten |
| 13   | 25 May         | **Data collection can begin once ethical approval is gained** |           |

## Semester Two

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>6 July</td>
<td><strong>Teams work on project under the supervision of the course leaders</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>13 July</td>
<td><strong>Teams work on project under the supervision of the course leaders</strong></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>20 July</td>
<td><strong>Teams work on project under the supervision of the course leaders</strong></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>27 July</td>
<td><strong>Teams work on project under the supervision of the course leaders</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Person(s)</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>3 August  &lt;br&gt;• Presentation 2 (findings) – First Four Groups</td>
<td>Kirsten</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>10 August &lt;br&gt;• Presentation 2 (findings) – Second Four Groups</td>
<td>Maree</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>17 August &lt;br&gt;• Peer review of findings</td>
<td>Kirsten</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mid Semester Break  &lt;br&gt;24-28 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>31 Aug  &lt;br&gt;Teams work on project under the supervision of the course leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>7 Sept  &lt;br&gt;Teams work on project under the supervision of the course leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>14 Sept &lt;br&gt;Teams work on project under the supervision of the course leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>21 Sept &lt;br&gt;Final Report Submission on the 24th!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>28 Sept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>5 Oct  &lt;br&gt;• Presentation of Report to Clients</td>
<td>Maree</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Support and Information

Student Charter
http://www.otago.ac.nz/about/otag0005275.html

Guidelines for Learning at Otago
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.

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 (e.g. 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](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.
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 2020 will be held on (date to be arranged), in the week prior to Semester Two commencement.
   Special examinations for Semester Two 2020 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.