



**BUSINESS SCHOOL**  
Te Kura Pakihi

MART 306 Innovation and New Product Development

# COURSE OUTLINE

Semester One, 2021

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## The University of Otago's Graduate Profile

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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.

### **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

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The theory and practice of market-led innovation and new product development from idea generation through to the product launch and post-launch evaluation.

**Semester One**

**0.15 ECTS**

**18 points**

**Prerequisites:** Two of (MART201, 202, 203) or two of (MART 201, 210, 211, 212)

## Learning Outcomes

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Innovation and new product development are critical to the success of organisations and nations alike. In increasingly dynamic environments, being first to market with innovative goods or services is essential. The interplay between creative, market and technical requirements is an extremely complex process whether the innovation is new to the world or an incremental development of existing products. Upon successful completion of this paper, you should be able to:

- Demonstrate familiarity with idea generation techniques, including market and industry assessment processes;
- Show critical understanding of the importance of new product development to firm performance;
- Understand and apply methods of evaluating and testing product or service ideas;
- Identify ethical and sustainable considerations in the development and introduction of new products and services;
- Show critical understanding of research techniques used to evaluate and monitor new innovations.

## Teaching Staff

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### Lecturer

Name: Associate Professor Lisa McNeill  
Office: OBS 4.39  
Email: [lisa.mcneill@otago.ac.nz](mailto:lisa.mcneill@otago.ac.nz)  
Office Hours: Please refer to Blackboard

### Tutor

Name: Khaled Ibrahim  
Office: TBA  
Email: [k.ibrahim@postgrad.otago.ac.nz](mailto:k.ibrahim@postgrad.otago.ac.nz)  
Office Hours: Please refer to Blackboard

You should contact Lisa McNeill 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 – 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

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**Lecture Day/Time: Thursday 1:00pm-2:50pm**

Room: Please refer to your eVision timetable.

**Tutorials Day/Time:**

| STREAM | DAY       | TIME        | LOCATION                |
|--------|-----------|-------------|-------------------------|
| TT1    | Monday    | 09:00-09:50 | Please refer to eVision |
| TT2    | Monday    | 11:00-11:50 | Please refer to eVision |
| TT3    | Wednesday | 11:00-11:50 | Please refer to eVision |
| TT4    | Wednesday | 14:00-14:50 | Please refer to eVision |

Every week students must attend **one 110 minute lecture** and participate in **one tutorial (50 minutes)** 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 **2nd** week of 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 group project work. The key feature of MART 306 tutorials, as opposed to lectures and individual study, is participation by all members of the project group, in specified tasks required in the final project report. **Please prepare for tutorials before going to them. All project group members MUST attend.**

**Industry Seminars. MART 306 contains frequent industry seminars. These seminars** are interactive, collaborative sessions in which project groups will have the opportunity to ask for ideas and assistance from industry professionals. Guests will present real-world examples of different aspects of the innovation, testing and launch process, and work toward cementing concepts presented at lectures in a business-like environment. **Full attendance by project groups is expected at all guest sessions, and all guest material will be examinable.**

**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

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MART306 is an 18 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 10 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 180 hours on this subject over the duration of the semester.

## Course Learning Resources

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### 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 | Requirements to pass this paper                    |
|--|--|------------------|--|
| Mid-term test (1 hour)   | 22 <sup>nd</sup> April   | 20%              | Completion   |
| Group Project comprised of:<br>1. Industry/Gap Pitch (group)<br>2. Industry analysis (group)<br>3. <u>Dragon's Den (group)</u> | Week beginning 22 <sup>nd</sup> March<br>12 Noon, 10 <sup>th</sup> May<br>27 <sup>th</sup> May, 3 <sup>rd</sup> June | 5%<br>25%<br>20% | Completion of all elements, including Dragon's Den |
| Examination (2 hour)   | TBA  | 30%              | Completion   |
| Total  |  | 100%             |  |

### Course Requirements

All students must attend the mid-term test on the scheduled date. Only the following will be accepted as reasonable grounds for non-attendance at the mid-term: illness on the day of the mid-term, with supporting medical documentary, documented family emergency, provincial or national representative activities.

All team members must attend and participate in both the industry pitch session and the final Dragon's Den to receive a grade for the Group Project. Non-attendance or non-participation by any team member will result in a peer review process, and a potential zero grade for that component of the project.

### Internal Assessment Format

#### Individual Assessment: Mid-Term Test

**Date:** Thursday 22<sup>nd</sup> April 1pm (in class)

**Value:** This test is worth **20%** of the final grade of the course

**Objective:** The objective of this terms test is to assess your understanding of material covered in lectures to date. The test will take one hour and will be comprised of short answer questions.

### **Group Project**

The group project is comprised of three elements. The first of these, an industry pitch, sets the industry or market gap in which your team will work for the semester. The pitch requires you to justify and defend your choice of industry within which to innovate. The second element of the group project is a full industry analysis, including relevant secondary research, that supports your innovation, your target customer segment and your plan for marketing and selling your innovation. The final element of the project is a Dragon's Den style pitch to the full class, in lecture. There will be a panel of expert judges present, and you will have under 5mins to 'sell' us on your innovation, your target market and your marketing approach.

#### **Dates:**

Industry pitches are due: week beginning **22nd March**, in tutorials.

Industry analyses are due: 12 Noon, 10<sup>th</sup> May

Dragon's Den presentations will be held: 27<sup>th</sup> May, in lecture

Details on the group project will be made available in tutorials, and on Blackboard. Further discussion of elements will occur in lectures.

The entire project contributes **50%** to your final grade for the course. You are required to form groups of 3-4 people (they **MUST** be from your tutorial – **no exceptions**) for the group project. It is **YOUR** responsibility to get yourself into a group **IN THE FIRST TUTORIAL**.

### **Assignment Submission Procedure**

Industry Analysis 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**

Style guides are 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  | Mid Term | Group Presentation | Group Report | Exam |
|---|----------|--------------------|--------------|------|
| LG1: The ability to think logically and critically and to use advanced problem-solving skills to make well-reasoned decisions.<br><br>○ LO 1.1 Information Literacy<br>Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity   |          |                    |              | ✓    |
| LG3: The ability to communicate effectively within a range of contexts.<br><br>○ LO3.1 Written Communication<br>Ability to effectively communicate information, arguments and analyses in writing<br><br>○ LO3.2 Oral Communication<br>Ability to effectively communicate information, arguments and analyses orally  | ✓        | ✓                  | ✓            | ✓    |
| LG4: Leadership while working constructively, cooperatively, effectively, and respectfully with others.<br>[teamwork, lifelong learning, self-motivation]<br><br>1. LO 4.1 Personal Development<br>Exhibit qualities associated with leadership such as accountability, integrity, respect, self-reflection<br><br>2. LO4.2 Teamwork<br>Ability to work constructively, cooperatively, effectively and respectfully as part of a team |          | ✓                  | ✓            |      |
| LG5: An awareness of the ethical consequences of business decisions.<br><br>LO5.2 Environmental and Social Literacy<br>Understand the principles that govern natural and social systems, and the effects of human activity on these systems   | ✓        | ✓                  | ✓            | ✓    |

### 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 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

| Week  | Week Commencing*  | Topic   | Tutorial Schedule  |
|---|---|---|--|
| 1   | 1 March<br>(Lecture 4 <sup>th</sup> March)  | <b>Marketing and Innovation and New Product Development:</b><br><i>The role of innovation and new product development in organisations and society.</i>   | No Tutorials   |
| 2   | 8 March<br>(Lecture 11 <sup>th</sup> March)   | <b>Greg Muir – Te Hono</b><br><i>Understanding people, new markets and opportunities</i>  | <i>Introduction to group project.</i><br>TEAMS FORMED.   |
| 3   | 15 March<br>(Lecture 18 <sup>th</sup> March)  | <b>Richard Newcomb – Plant &amp; Food Research</b><br><i>Innovating in challenging times – the COVID/post-COVID worldview</i>   | No Tutorial  |
| 4   | <b>22 March*</b><br>(Lecture 25 <sup>th</sup> March)<br><br><b>*Industry precis due this week</b> | <b>Innovation &amp; Design Thinking; Industry Analyses</b><br><i>Tools, techniques, purpose and outcomes.</i>   | <i>Industry Pitch (ALL TEAMS)</i>  |
| 5   | 29 March<br>(Lecture 1 <sup>st</sup> April)   | <b>Jonathan Chang – 2Degrees</b><br><i>Innovation in technology markets</i>   | No Tutorial  |
| <b>2<sup>nd</sup> April Good Friday</b><br><b>5<sup>th</sup> to 9<sup>th</sup> April Mid Semester Break</b><br><b>6<sup>th</sup> April Otago Anniversary Day observed</b> |   |   |  |
| 6   | 12 April<br>(Lecture 15 <sup>th</sup> April)  | <b>Peter Cox – Harraway's</b><br><i>Innovating in existing markets – idea to launch</i><br><br><b>Generating NPD Ideas:</b><br><i>Idea generation techniques; evaluation and prioritisation of ideas; Speeding up NPD; the use of NPD models; comparison of processes</i> | <i>Idea refinement tutorial (ALL TEAMS)</i>  |
| 7   | <b>19 April</b><br>(Lecture 22 <sup>nd</sup> April)   | <b>Mid Term Test (Individual)</b>   | No Tutorial  |
| 8   | 26 April<br>(Lecture 29 <sup>th</sup> April)  | <b>Innovation &amp; the Customer:</b><br><i>The role of research and value co-creation</i>  | Concept Evaluations (ALL TEAMS)<br><br>Anzac Day Observed on Monday 26 <sup>th</sup> April – Monday tutorials to join other streams. |
| 9   | 3 May<br>(Lecture 6 <sup>th</sup> May)  | <b>Khaled Ibrahim – AI Amplified Brands</b><br><i>The future of innovation</i>  | No Tutorial  |
| 10  | 10 May<br>(Lecture 13 <sup>th</sup> May)  | <b>Selling Innovations:</b>   | <i>Sales (ALL TEAMS)</i>   |

MART 306 Innovation and New Product Development

|    |   |  |  |
|----|---|--|--|
|    |   | <i>Marketing a new product or service</i>  |  |
| 11 | 17 May<br>(Lecture 20 <sup>th</sup> May)        | <b>Kuang Ma – Kamahi</b><br><i>Innovation for social &amp; commercial success</i>                      | No Tutorial                                      |
| 12 | <b>24 May</b><br>(Lecture 27 <sup>th</sup> May) | <b>Dragon’s Den (ALL TEAMS)</b>  | <i>Dragon’s Den Practice Session (ALL TEAMS)</i> |
| 13 | <b>31 May</b><br>(Lecture 3 <sup>rd</sup> June) | <b>Dragon’s Den (ALL TEAMS)</b><br><b>Tom &amp; Mike – Two Dudes</b><br><i>New start up case study</i> | No Tutorial                                      |

\* First week of Semester 1 is ACADEMIC WEEK 9

Lectures end Friday 4 June  
 University Exam Period First Semester Begins Wednesday 9 June  
 Ends Wednesday 23 June

## Student Learning Support and Information

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### 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](mailto:ask.library@otago.ac.nz)

### **Māori Student Support**

Kaiārahi Māori

Contact Rachel Sizemore

**Email:** [kaiarahi.obs@otago.ac.nz](mailto: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](mailto: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](mailto: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](mailto:mathew.parackal@otago.ac.nz)

**Tel:** 479 7696

## **Student Feedback**

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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**

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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.



**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 2021 will be held on (date to be arranged), in the week prior to Semester Two commencement.  
  
Special examinations for Semester Two 2021 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.