

UNIVERSITY OF CANTERBURY

TE WHARE WĀNANGA O WAITAHA

ACCOUNTING AND INFORMATION SYSTEMS (ACIS) DEPARTMENT



COURSE POLICIES

This document comprises policies that elaborate those laid down by the University and by the University of Canterbury Business School and College of Business and Law. They should be read and interpreted in the context of the mission adopted for the School, as set out below.

UC School of Business: Our Purpose, Vision and Values

In the business of making a difference – Ko te whakapiki mana tā mātou mahi

We believe that knowledge creation and dissemination enables individuals to make positive changes to communities. In a fast-changing, global environment, we also recognise the need to develop resilient Business graduates with the skills and personal attributes required to drive innovation and sustainable growth within Christchurch, the Canterbury region, Aotearoa New Zealand and beyond.

Purpose

To provide a learning and research community that is:

- *Internationally relevant, yet distinctively Aotearoa New Zealand*
- *Resilient, innovative and experiential*
- *Collegial and inclusive*
- *Engaged with our community and industry partners*
- *Globally aware*

Vision

We aspire to be:

- *A place of learning for students and staff who want to build a better world*
- *Ranked among the highest performing university business schools in Australasia and, for key areas, to be recognised globally for our pre-eminence*
- *An integral component of the Canterbury region's business and community ecosystems*
- *Deeply connected with industry and research partners locally and globally*

Values

We value:

- *Academic freedom, intellectual curiosity and innovation*
- *Integrity, ethical practice and sustainable development*
- *Diversity in the community of students and staff*
- *Biculturalism and the Treaty of Waitangi*

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Application of these Policies

The policies and related relevant information in this document apply to all courses whose codes are prefixed ACCT or INFO or TAXA. They supplement University of Canterbury (UC) general regulations, policies¹ and award regulations (see [University Regulations](#)). The contents of this document are for the benefit of academics and administrators as well as students.

If there are terms used in these Course Policies with which you are unfamiliar, you might refer for clarification to the [Glossary](#) web page.

ACIS Web Pages

ACIS has built up a significant resource in the form of web pages. These cover many aspects of study, among other things, and are written for students, academics, administrators and other interested parties. They can be accessed from [ACIS's front web page](#).

Courses, Subjects and Qualifications Web Pages

For each presentation or occurrence of a course (e.g., ACCT102 2017 Semester 1), there is a web page in UC's Courses, Subjects and Qualifications area, which is usually referred to as CIS (for Course Information System). Here's how to get there:

<p>EITHER</p> <ul style="list-style-type: none">• Start at the UC homepage• Click on "Courses", and then on "Courses, Subjects and Qualifications"	<p>OR</p> <ul style="list-style-type: none">• Start at ACIS's front web page• Click "Courses" in the top left corner of the UC banner
<p>THEN</p> <ul style="list-style-type: none">• Type in the course code (e.g., ACCT102) and choose the year (e.g., 2017)• If there is more than one occurrence, select the appropriate one by semester (e.g., S1).	

The information on CIS pages is official. It takes precedence over any other information about the course. For example, no matter what you might read elsewhere, the test dates, times and venues shown on these pages are the correct ones (NB Official final exam dates, times and venues are shown

¹ The [Metapolicy](#) lays out how UC's Policy Library and the documents it holds function. All users of the Policy Library should be familiar with the Metapolicy, as it provides guidance on the management of policy at UC.

in the [Examinations Timetable](#)). For many courses, the learning outcomes of the course are listed on its web page in the CIS; alternatively, these outcomes may be listed in the course outline for the course, which should be accessible via a link on the page. These outcomes state the learning a student must be able to evidence if they are to complete the course successfully, and so be awarded a passing grade; the evidence takes the form of oral and/or written work produced and submitted in assessments during and at the end of the course. A practical way of checking or interpreting the meaning of the outcomes is to reflect on assignment questions and tasks, and on information that is provided about the composition of questions in tests and examinations, including past question papers, if they are still applicable.

PhD Enrolment and Confirmation

The [PhD degree](#) is a university level award, rather than a discipline level or school level award. Therefore, all regulations and formal procedures are determined by the [Postgraduate Office](#) and administered by that office. However, the supervisory resources for students enrolling on ACCT790, INFO790 and TAXA790 come from ACIS, and the department plays a significant role in handling inquiries from prospective students and in enrolling them, and it has responsibilities for recommending acceptance or rejection of [supervisory agreements](#) between students and supervisors, [confirmation of enrolments](#), [progress reports](#), [suspensions of enrolments](#), examinations and appointment of examiners, and awards of grade.

In regard to confirmation of enrolments, this is an important stage for each student. The stage normally occurs about 12 months after initial enrolment and start of the research project constituting the PhD. Its purpose is to determine whether the work the student has started on and proposes to complete in the remaining two years or so of the PhD is going to be of the standard required for award of the degree and is feasible in the time available and with the resources available.

For the student, the process involves writing a detailed research proposal and making a presentation on the proposal. Other parties to the process are the supervisory team, an academic from outside the supervisory team, and so independent of it, and such other academics in the department, school and university who may be interested in the proposed research.

The normal procedure is that the student submits the research proposal to his or her main supervisor. If the supervisory team are satisfied that the proposal should go ahead for confirmation—the supervisory team may make this determination before the research proposal is finalised—the main supervisor arranges with the ACIS postgraduate coordinator for a presentation to be held. The coordinator advertises the presentation and invites attendees; at least one month should elapse between this notification and the presentation. The coordinator arranges for an academic from outside

the supervisory team to act as an independent assessor. The finalised research proposal is sent or made easily available to the independent assessor and all likely presentation attendees at least two weeks before the presentation. After the presentation, a panel comprising the supervisors, the independent person and the ACIS postgraduate coordinator consider whether the proposal is sound, and if so recommends to the Dean of Postgraduate Studies (i.e., the Postgrad Office) that confirmation be approved by completing the [standard form](#).

Copyright Act and ACIS Course Materials

Please note: All course materials including published articles and monographs, PowerPoint slides, Word documents and associated material are entitled to full protection given by the Copyright Act 1994. The course materials may not be adapted, modified, reproduced, copied, transmitted or stored, in any form or by any means except for your personal educational purposes, without the written permission of the copyright owner.

Course Outlines

For each presentation or occurrence of a course, a course outline is published by the course coordinator (NB this position is sometimes referred to as the course controller or the course supervisor). In order to complete a course successfully, with an excellent grade, it is vital that students read the course outline and use it to plan, organise, monitor and self-regulate their studies.

In addition to and following being successful in a course, a course outline may be important when students apply for credit transfer to another institution², or apply for employment or membership of a professional body, particularly outside New Zealand. For these purposes, *students are advised to retain all course outlines indefinitely*, perhaps in pdf form.

Course Details, Schedules, Resources and Everything Else

While the course outline gives an overview of a course and allows a student to start preparing a learning plan for the semester ahead, all the course details, including a schedule of course events, learning and assessment materials, means of contacting teachers and students, news, daily information and much more are usually provided on LEARN web pages for a course. If they are not, then ask the course coordinator where to find these items; they may be communicated in lectures, tutorials and other classes, or on course emails and similar. Assuming they are on LEARN, here's how to get there:

² This is exemplified in [Credit Transfer for Students from New Zealand Institutions: Guiding Principles](#), which deals with granting credit to students moving to UC from other institutions.

<p>EITHER</p> <ul style="list-style-type: none"> • Start at the UC homepage • Click on “LEARN” at the top centre of the page 	<p>OR</p> <ul style="list-style-type: none"> • Start at ACIS’s front web page • Hover the mouse over “Study” in the top left corner of the UC banner • Click “LEARN (Moodle)”
<p>THEN</p> <ul style="list-style-type: none"> • Log in and then select a course from the list under “My Courses”. 	

Student Workload Expectations

Every UC course has a value expressed in credit points. The value is shown on the CIS web page for the course (most courses are 15 point courses). The purposes these values serve are many and varied³. Relevant here is that the points value indicates the learning time that a student should expect on a course. For each point, a typical student should plan to spend 10 hours during a course on various activities. Thus, for a 15-point course, the hours of learning activities a student should include in his/her semester learning plan are about 150 hours; and for a 30-point course, they are about 300 hours. This time will be spent on planning and organising, participating in formal course classes, doing preparatory work before classes and follow up work after classes, completing assessments, revising for tests and exams, sitting tests and exams, and generally learning.

The composition of learning activities for each course is outlined in the course outline, which is usually elaborated and kept up to date on LEARN, or communicated in other ways by the academics teaching the course. It is vital to visit the LEARN pages for a course on a daily basis. It is also vital to participate in formal classes, where news and announcements may be explained further.

³ Significant among these, but more relevant to students enrolling for a qualification than matters covered in these policies, is that each UC qualification has regulations that stipulate the total number of points required for completion of the qualification and the distribution of those points among levels and subject areas. When a student passes a course, the points are credited towards his/her degree. If the student fails a course, he/she does not get any points for the course in question. Students should ensure they are fully aware of the number and composition of the points they require for their degree and should choose their courses accordingly.

Assessment

Assessment is a vital component of programmes and courses. Assessment can take various forms but these usually fall into one of two broad categories, namely, (1) invigilated tests, laboratory events and exams, conducted at set times and venues for a set duration, and (2) assignments or other coursework conducted over an extended period inside and outside classes and for which a submission deadline is specified. Assessment is the means by which student learning is evaluated to determine whether a student has achieved the learning expected of him/her. Assessment encourages engagement with the study entailed in a course and programme, and checks that that engagement is occurring effectively. Passing assessment(s) leads to passing courses, and brings a student closer to being eligible to be awarded the qualification associated with his/her study programme.

How and why assessment is carried out on ACIS courses complies with UC assessment policies. These are among the general regulations, policies and award regulations (see [University Regulations](#)) mentioned above. Of particular relevance is the document [Assessment Policy, Principles and Guidelines](#), which sets out expectations on academics, students and administrators in relation to the assessment of the students. Set out in subsections below are various matters of process that ACIS wishes to emphasise and clarify for students, academics and administrators.

Assessment is also an area in which students and academics can feel pressure and be uncomfortable. Among other things, this can lead to some students resorting deliberately or inadvertently to dishonest or improper academic practices. These are dealt with in a separate section later in these policies.

Internal Examiners

For each course occurrence, an internal examiner is appointed by the University Council on the recommendation of the head of department. The internal examiner must be a continuing member of staff of the University, and does not necessarily have to be teaching on the course⁴, but ordinarily it is the same person designated as the course coordinator.

In any case, that person shall carry out all the duties required of an examiner set out in the [University Regulations](#) pertaining to assessment. These include determining the assessment regime for the course (e.g., number and type of assessments and their timing); authorising the assessment instruments, including their suitability, reliability and standard; authorising marking schemes; ensuring that marking is timely, consistent and neither severe nor lenient, and that scores and grades accord with

⁴ Where the internal examiner is not teaching on the course, these provisions shall be incorporated into contracts issued to persons performing the teaching and the marking, including the name of the internal examiner.

marking; authorising the release of marks and grades for each assessment and return of assessed work to students; and presenting marks and recommended course grades to examiners' meetings.

Assessment Provisions for Students with Disabilities

ACIS adheres to UC's policies and procedures regarding assessment of students with disabilities. The basic principle is that in certain cases of disability, UC will make concessions regarding the conduct of formal examinations and similar events. Students adversely affected by a disability are encouraged to contact the Disability Resource Service as early in the year as possible. [Full details are available here.](#)

Assignment Submission

The methods of submitting assignments will vary from course to course; they will be advised in good time by the lecturer or course coordinator as part of the assignment instructions. Where called for by these instructions, a student or student group may be instructed to attach to their submission a completed *Cover Sheet* with the appropriate declarations; alternatively, if LEARN is the method of submission, they may be instructed to follow the requirements for submitting in that way, which can entail requiring students to accept the submission statement for all submissions to an assignment.

Unless advised otherwise in the instructions, be alert that submissions of assessed work processed through LEARN will result in a [Turnitin originality report](#) being generated for each item. The report compares the contents of the submission with millions of items, including articles, web sites and other student scripts, and identifies similarities. The report can be read on LEARN soon after the submission is made by the person making the submission and by the academics teaching on the course. At that point, a student or student group can decide to withdraw or replace the submission, provided this is done within the assessment deadline. When another submission is made instead, a further [Turnitin originality report](#) is generated but there is a 24 hour delay before it is available to the person making the submission—this is designed to deter multiple submissions, withdrawals and replacements in a short period of time.

When the assignment is marked, the assessor will use the [Turnitin originality report](#) to assess the submission, looking for evidence that (1) the author has drawn on the literature on the topic to support the facts, theories, arguments, etc. and so answer the question or complete the task (this is desirable, and subject to rewards), and (2) the author has not committed plagiarism (this is undesirable, and subject to penalties—see section below on *Academic Dishonesty – Dishonest or Improper Practices*).

Penalties for Late Submission

Assignments should be submitted in the correct form and manner by the due date and time. It is contrary to the idea of achieving a learning outcome(s) if work submitted late incurs no penalty for lateness.

All students are urged to plan and manage their work in order to meet the required submission dates; they must make allowance for the unexpected. These allowances extend to electronic devices: files become unreadable, files get overwritten, systems and networks go down, power cuts occur, etc. The same applies when assignments have to be delivered physically: traffic jams, cars get flat tyres! *Make back-ups, allow enough time, remember Murphy's Law, think Plan B!*

Infringing a due date will normally carry a penalty, expressed as a percentage of the mark that the assignment would have achieved if it had been submitted on time. The mark a student receives will be his/her earned marks less this deduction for lateness. There will normally be a 25% penalty for lateness up to the first 24 hours after the due time and date, or exceeding a pre-authorised extension date; 50% for between 24 hours and 48 hours and a 100% penalty thereafter. Here are examples:

- ✚ an assignment that earned 80%, if it were handed in
 - 1, 16 or 23 hours late, would receive a mark of $80\% \times (75)\% = 60\%$.
 - 25, 36 or 47 hours late, would receive a mark of $80\% \times (50)\% = 40\%$.
 - more than 48 hours late, would receive a mark of $80\% \times (0)\% = 0\%$.

If a student can foresee an unavoidable lateness, he/she may make an email, text or telephone message request to the course coordinator to grant a formal extension of the time or due date before that time occurs; requests for a formal extension after the due time and date will only be considered in extreme circumstances, such as being unexpectedly incapacitated at said time. Furthermore, for sake of efficiency, extensions are allowed only for assessed work worth 10% or above. A request granted for an assignment being submitted through LEARN should be recorded by the course coordinator on the *grading action* page.

In addition to exceptions when prior arrangements have been made with the course coordinator, there are UC-wide provisions for students to apply for so-called *special consideration* should extenuating circumstances beyond their control lead to a late submission or no submission at all. This matter is dealt with below under *Special Considerations Applying to Each Assessment in a Course*.

Managing an Assignment Completed in Groups

When several students work on an assignment as a group then it is their joint and several responsibility to manage the activity and submit the resulting work. This responsibility includes sharing tasks among the group members and dealing with any group-work problems (e.g., failure to respond to messages sent to a group member's @uclive.ac.nz or other nominated email accounts, poor communications, poor or late contributions, undue social dominance, free riding, discrimination, prejudice, harassment and oppressive behaviour), including by consulting someone with experience and expertise in these matters. Dealing with difficulties is part of the individual and group learning experience.

Assessment Marking

Each of the assessments for a course is normally marked 'out of 100%'; that is, the mark is expressed as a percentage. Any exceptions to this—these are common in instances of low value assignments—are indicated in the assessment particulars (e.g., on the test paper rubric, in the assignment instructions). UC stipulates that four weeks is the maximum allowed time that should elapse between the writing of a test or an examination or the submission due date of an assignment, and when marks should be announced and scripts returned (see [Assessment Policy, Principles and Guidelines](#)).

The announcement of marks and return of scripts must be authorised by the internal examiner of the course. Before authorising this, the internal examiner has to be satisfied that an assessment has been a fair assessment of the learning that it was intended to assess, and that each student's mark reflects the evidence of learning that the student has provided.

Adjusting Raw Marks and Scaling

Scaling is used here to refer to applying statistical standardisation techniques to the raw marks allotted to the students comprising a course in order to allocate grades according to desired or predetermined distribution.

Before authorising the announcement of marks, the examiner may adjust marks but only if it transpires that the assessment, or particular parts of it, was easier or more difficult than was intended, or some similar fault or unanticipated circumstances affected the marks; or that the marking carried out by particular markers was too lenient or too severe. Any such adjustments should be done in a way that addresses whichever of these issues has arisen. If any adjustments are made, all students must be treated equally; for example, responding only to students who complain, or to students of a particular category or disposition, is unfair and should not occur.

Examiners must not authorise the release of marks that have been subject to routine scaling of marks, or routine statistical standardisation of marks, independent of learning that students have demonstrated. This restriction is set out in the UC policy, [Assessment Policy, Principles and Guidelines](#). The same restriction applies to marks and grades that an examiner puts before departmental examiners' meetings, or similar authorities charged with ratifying course results before they are submitted to the dean of the University of Canterbury Business School.

Marks for assignments completed in groups

It is expected that group members will receive the marks that the group work warrants after taking into account the relative contributions of each group member. The internal examiner is entitled to give a higher or a lower grade to group members whose contributions differ from the norm for the group. To ensure that this is fair, groups should be advised in advance of the arrangements put in place for the assignment to measure these contributions and the criteria that are part of these arrangements.

In the absence of advice about these arrangements, the default position is that all students in the group are required to complete jointly a *Group Assignment Cover Sheet*. These are available electronically through LEARN or from the ACIS administration. Students in a group must not submit the cover sheet without first meeting to **agree** on the contents of the sheet. If there is serious disagreement, this should be resolved before the form is signed by each group member and submitted: skill, fairness and courtesy may be needed to reach agreement.

Student dissatisfaction with a mark for an assessment

Students sometimes find that they have been given a higher or lower mark than they believe they deserve. Occasionally, a lower mark than expected in a test or an assignment leads to a feeling of dissatisfaction and a desire for reconsideration. Often, this can be satisfied informally by the student approaching the course coordinator; as part of this approach, he/she should provide a short written argument outlining where in the assignment or test script he/she feels that the answer deserves more marks than were awarded and advised. UC also has formal rules about reconsiderations, as set out on this [Examinations webpage](#). Regarding timing, in essence, requests for reconsiderations should be made sooner rather than later and within permitted time limits after the formal release of scores for an assignment or test or exam, or grade for a course.

Course Results and Grades

Course results for all courses in a semester are formally notified by UC on the date specified in the University Calendar. This notification follows the completion of marking of all assessments and the collation of marks for each student by or under the supervision of the internal examiner for the course.

The examiner then presents the proposed total course marks and grade of each student to the Departmental Examiners' Meeting for consideration. The results the meeting approves are signed by the internal examiner and forwarded to the dean of the University of Canterbury Business School for consideration and approval. They are then sent to the Registry, where they are recorded on students' records and thereby notified to students.

Course results are expressed as letter grades (e.g., A+, C-, E). These are usually arrived at by combining the percentage marks a student is awarded for each assessment using a weighted average algorithm, and converting the percentage into a letter grade. Further details of this process are set out below.

Weighting Assessments to Calculate Course Marks

Each of the assessments for a course is either marked 'out of 100%' or the scores for other assessments are converted to percentages. Each assessment is given a weight, as published at the start of the course on the course CIS web page. The final percentage mark a student is allotted for the course is arrived at using these weights; in other words, the student's final mark is a weighted average.

Table 1 presents an example using a hypothetical course and three hypothetical students, Student X, Student Y and Student Z. The course has three assessments, a test and an assignment during the course and one at the end of the course—this example is used again below in explaining the 45% rule, hence there is some additional information included in the table.

Table 1 Example of Calculation of Weighted Average Marks on a Course with Three Assessments

Assessment	Maximum mark	Weight	Example Students					
			Student X's marks	Mark × Weight	Student Y's marks	Mark × Weight	Student Z's marks	Mark × Weight
Test†	100%	0.20	60%	12.00%	32%	6.40%	32%	6.40%
Assignment	100%	0.40	65%	26.00%	65%	26.00%	96%	38.40%
Final Exam†	100%	0.40	63%	25.20%	60%	24.00%	44%	17.60%
Weighted total	100%	1.00		63.20%		56.40%		62.40%

† indicates an invigilated assessment (i.e., done by the student while being watched, such as in a traditional exam) for purposes of the 45% rule

Table 1 shows that while it is desirable to do as well as possible on each assessment, all is not lost by failing one assignment, as exemplified by Student Y. Although doing badly in the Test assessment, Student Y managed more than 50% overall for the course and so passed it. The same seems to apply to Student Z but as explained in explaining the 45% Rule below, she fails despite an overall mark that exceeds 50%.

A student can prepare a similar table to Table 1 for each course he/she is studying and use it to work out what marks are needed from remaining assessments in order to achieve the desired result for the course, including calculating whether passing the course is still mathematically possible.

Converting Course Marks to Letter Grades

The results of courses appear on student transcripts as letter grades (e.g., A+, C-, E), rather than percentage marks. The grade letter for a course is derived from the weighted average final mark. ACIS uses a criteria referenced marking scale in which 50% is the point that differentiates a pass (i.e. satisfactory achievement of the course learning outcomes) from a fail (i.e. not achieving the course learning outcomes). A grade of C- or above (e.g., A, B) is used to denote a pass; D and E denote a fail. Table 2 shows how weighted average final marks are converted into letter grades; this accords with UC’s [common grading scale](#).

The use by ACIS of criteria referenced assessment means that a grade depends on the performance of the student compared with pre-determined assessment criteria; the grade is independent of grades of other students and the distribution of pass and fail grades is not necessarily normal around the mean grade. By the same token, the distribution of pass and fail grades is not normalised using statistical means, and so, for example, in some occurrences of courses the frequency of A grades may be high, just as in others the frequency of D and E grades may be high.

Table 2: Common Grading Scale

<i>Letter Grade</i>	<i>Percentage Mark</i>	<i>Grade Type (descriptor)</i>
A+	90-100	Pass (excellent)
A	85-89	Pass (excellent)
A-	80-84	Pass (very good)
B+	75-79	Pass (very good)
B	70-74	Pass (good)
B-	65-69	Pass (fairly good)
C+	60-64	Pass (only satisfactory)
C	55-59	Pass (bare pass)
C-	50-54	Pass (bare pass)
D	40-49	Fail
E	0-39	Fail (bad fail)

NB Zero, and so an E grade, is allotted to students who remain enrolled but do not complete any of the assessments.

Peculiar Results

The calculations in Table 1 of weighted averages and the conversion in Table 2 from marks to grades are what happen normally on most courses for most students. However, there are three exceptions and these are of vital importance because they can lead to a student receiving a higher or lower grade than otherwise, including ending up failing a course that they thought they had passed. These are explained in the next three subsections.

The '45% rule'

This rule was introduced because of the incidence of plagiarism in coursework assignments and other assessments not completed under examination conditions and the excess of effort required to detect this plagiarism; this was in the days before [Turnitin originality reports](#). However, even they can be circumvented by some methods (e.g., paying someone else to write an assignment), and so the rule has been retained.

The 45% rule is as follows:

In addition to the requirement to achieve a pass mark from the weighted average of all assessment marks, in order to pass an ACIS course, a student is also required to achieve a weighted average of not less than 45% over the invigilated assessments undertaken in the course.

The most significant aspects of so-called *examination conditions* are that a person completing an assessment is identified as being the student they purport to be. Furthermore, while they write the answers to the questions on the test or exam paper, they are under observation, or being invigilated; the main reason for this observation is to reduce the possibility of breaching the rules of conduct applying during the assessment. Thus, the final examinations staged at the end of most ACIS and other departments' undergraduate courses are the most common incidence of invigilated assessments.

The potential outcome of the 45% rule is that a student who achieves a weighted average of more than 50% over all assessments can still fail the course. The fail results if the student's weighted average over the invigilated assessments alone is less than 45.0%. In these circumstances, the student fails the course and is given a D grade.

Working through the course example in Table 1 can help in understanding the 45% rule and its implications. The assessments in the table are distinguished as those that are *invigilated* (as indicated in the table with a †), and those that are not (sometimes referred to as *uninvigilated*). The information in Table 1 about the three students shows that they all completed the three assessments making up the

course. The weighted averages of their marks are calculated, and all are above 50%, and so without the 45% rule, all three would pass. However, here is how the 45% rule affects them:

- Student X earned a weighted average of 63% for the course, which would entitle her to a C+ grade in normal circumstances. Furthermore, her weighted average over the two invigilated assessments exceeds 60%, so the 45% rule is not infringed. Student X would normally pass the course with a C+ grade.
- Student Y earned a weighted average of 56% for the course, which would entitle him to a C grade in normal circumstances. Furthermore, his weighted average over the two invigilated assessments exceeds 50%, so the 45% rule is not infringed. Student Y would normally pass the course with a C grade.
- Student Z earned a weighted average of 62% for the course, which would entitle her to a C+ grade in normal circumstances. However, most of the marks to secure that grade arose from a very high mark (96%) in the uninvigilated assignment. In contrast, very low marks were attained in the invigilated assessments, the test and the exam. The weighted average mark over the invigilated work is only 40.00% (i.e., $0.20 \text{ of } 32\% + 0.4 \text{ of } 44\%$, divided by $0.20 + 0.40 = 24 \div 60 < 45.0$). So, as 40% is less than 45%, Student Z infringes the 45% rule and so is awarded a D grade, indicating that she fails the course despite her weighted average mark.

Other matters to note in relation to the 45% rule include the following. Some ACIS courses have no uninvigilated assessments, and so the 45% rule is irrelevant as the weighted average over all assessments will equal the weighted average over the invigilated assessments. Nor is it ACIS's policy to apply the rule to ACIS postgraduate courses. For all other ACIS courses, the 45% rule does apply.

One final point is that Bachelor of Commerce and other undergraduate courses in other departments and faculties of UC (e.g., Economics and Finance, Management, Marketing and Entrepreneurship, Mathematics and Statistics, Education, Engineering) are not necessarily subject to the 45% rule or other provisions in these ACIS policies. However, these other departments may have other similar rules, and so their course policies should be checked; to obtain them, please approach the course coordinators of the courses in question, or the head of the department out of which the course is operated.

Special Considerations Applying to Each Assessment in a Course

There are various extenuating circumstances in which special considerations apply, notably when a student misses an assessment or misses an assessment deadline, or when a student participates in an assessment but their performance is impaired. The details of which circumstances are recognised (and

by implication, which are not), and the process for applying are set out on the UC web page about [Special Considerations \(see also the related Guidelines\)](#).

The onus for applying for special consideration lies with the student affected by the extenuating circumstances. For some assignments, to obtain a remedy to the situation, it will be possible to approach the course coordinator, or failing him/her, the head of the ACIS department. If this is not possible or applicable (e.g., a student may make such an approach and be advised that it is not), the student should make a formal applications for special consideration. The application should be made using the method advised on the [Examinations Office website](#). The normal time limit for applications is before five clear working days have elapsed since the date of the assessment. Special consideration through this formal means is not available for items with a weight of less than 10% of the final mark; instances in which special consideration on application to the course coordinator does not apply are indicated in the course outline of the course in question.

A further situation for which a student should make a formal application using the method advised on the [Examinations Office website](#) is if a student is prevented by extenuating circumstances from completing the course after the final date for withdrawing. The student may apply for special consideration for late discontinuation of the course. Applications must be submitted to the Examinations Office within five clear working days of the end of the main examination period for the semester in which the course is conducted.

If a student's application for special consideration is approved, the marks he/she is awarded for applicable assessments will be recalculated in order to arrive at a final mark, and so a grade letter. However, there are two considerations that must both be satisfied in order to use this remedy.

The first consideration is whether the internal examiner is satisfied that the circumstances giving rise to the special consideration have not prevented the student from completing the learning associated with the learning outcomes to which the assessment(s) related. The circumstances should only have prevented or impaired the student from supplying the normal evidence of achieving the learning outcome; it is insufficient for the student only to show that he/she was capable of doing the learning in question.

The second consideration is whether other assessments for which marks are available for the student are reliable as a guide to the marks lost through absence or impairment.

Being satisfied on both these considerations, the internal examiner should estimate the marks the student would likely have obtained from the assessment by referring to the student's rank(s) on other relevant assessment(s) among the students on the course. If two or more other assessments are used, a

weighted rank should be calculated, using the weights by which the assessments are combined for purposes of obtaining students' final marks for the course. The mark awarded for the assessment for which special consideration applies should be the mark awarded to the student with a rank equal to the rank or weighted rank for the assessment in question.

This first remedy can only be used if both the above considerations are satisfied. If either is not, further remedies may be considered, including a replacement assessment.

In cases in which impairment or non-participation in an assessment occurs in an assignment submitted or presentation made by several students (i.e. a group assessment), then the above process will be followed as closely as possible by the internal examiner. The possible outcomes include:

1. No change to any marks, or
2. A change in the applicant's raw mark, or
3. A change in the applicant's raw mark *and* a change in the raw mark of all group members.

This last possible outcome will take into consideration the action the group members might reasonably have been expected to take given their responsibility to perform as a group.

Missed Examinations

There are no provisions for any special pass or consideration where a student has missed an exam unless the special considerations apply.

Academic Dishonesty - Dishonest or Improper Practices

These practices usually involve misrepresenting some written or other work as the original work of the person claiming to have produced it and claiming that its contents are as they seem, such as when data are included that were collected and analysed according to description of the methods used. It would be impossible to address all possible practices that might arise. The following relates to events that have occurred in recent years and through which it is possible distinguish dishonest or improper practices from ones that are honest and proper.

It is recognised that students must discuss with others the ideas, knowledge, skills, etc. they are learning about, and this extends to formative course work and summative assessments: this discussion is a vital part of the learning process. However, any work presented by a student for credit in a course must be that student's own original work. If students are directed to complete work submitted for credit in groups, the work submitted must be the original work of the group.

Work submitted in breach of the above originality conditions, or which fails to comply with other instructions of similar intent, contravenes UC regulations provided within [Breach of Instruction and](#)

[Dishonest Practice](#). Instances of dishonest or improper practice can occur in examinations and similar events, for example, by taking into an exam venue materials not permitted under the conditions of an examination. Instances of dishonest or improper practice can occur in coursework and assignments. Examples relating to these types of assessment in courses in the ACIS Department include but are not limited to:

- ❖ Plagiarism, meaning the dishonest presentation of work that has been produced by someone else, including published researchers, webpage authors, authors of books and magazine articles, and authors of official or organisational documents, as if it is one's own work. Note that the presentation of someone else's work as one's own, even without dishonest intent, may still constitute poor and improper academic practice, and this may be reflected in the marks awarded for an assessment. There are academic conventions governing appropriate ways to acknowledge the work or part of the work of another person, including the American Psychological Association (usually referred to as APA) and Harvard citation styles. For further information see the UC Library website, under [Citations and Referencing](#).
- ❖ Submitting for credit in a course without the prior consent of the course coordinator for an essay, research paper or any other written work which, although it is the student's own work, is substantially the same as work which has already been (or will be) submitted for credit in another course, whether in the ACIS Department or some other department of UC or any other university or other academic institution.
- ❖ Copying the work of another student. This includes copying the work submitted by another student for credit for a course in the ACIS Department or some other UC department or academic institution.
- ❖ Knowingly allowing another student to copy work which that other student then submits for credit for a course in the ACIS Department.
- ❖ Arranging for another person to complete work which is then submitted for credit for a course in the ACIS Department. An example falling in this category is work submitted for credit which has been obtained from a commercial assignment completion service. Care must be taken when using editing services as it is **only** assistance with grammar, punctuation and expression that is permissible and does **not** include the addition or amendment of content.
- ❖ Completing work for another student which is then submitted by that other student for credit for a course in the ACIS Department.
- ❖ Including made up or fabricated data or other material in work submitted for credit for a course in the ACIS Department.
- ❖ Collaborating in the preparation of answers for take home or online tests unless advised otherwise in the take home test instructions.

Ordinarily, work that is in breach of the above will not be marked, and all credit for the work in question forfeited. Further penalties may also be imposed. This includes that a record is kept of all

instances of dishonest conduct, and so instances will accumulate, leading to harsher penalties. Serious breaches and habitual breaches will be referred to the University's proctor for investigation and possible referral to the University's Disciplinary Committee. Further penalties range from loss of credit not only for an item of assessment but also for the relevant course to suspension or even expulsion from the University.

If any students are in doubt about any of the above with respect to a particular course, they should discuss the matter with the lecturer or course coordinator concerned.

Course Withdrawal or Failure

Students who are enrolled on a course in any semester are able to withdraw up to a date stipulated for that semester ([click on this hyperlink](#)). All students still enrolled on the course after this date will be awarded a grade: if that grade is D or below, then the student has failed the course. The student shall be allowed to re-enrol for the course without question but only once more.

Should the student fail the course a second time, enrolment is only permitted with the express authority of the Dean of the University of Canterbury Business School, to whom a written application must be made; otherwise, any enrolment will be null and void. This permission is likely to be the exception rather than the rule. Enrolment on a course that has been failed three times is not permitted.

The implications of these provisions about failing a course are perhaps obvious. However, the onus is on a student to monitor their progress on a course and to consider discontinuing, by formally withdrawing, if they are very unlikely to pass. The onus is also on them to initiate the process of officially withdrawing from the course. This process should only take a few minutes and probably save a great deal of angst. Not only will formal withdrawal avoid the possibility of not being permitted to take the course ever again but also it will avoid having embarrassing D and E grades on the student's transcript. This embarrassment arises from prospective employers and admissions offices at other universities wanting to read transcripts before making job offers or making offers of admission for further studies, whether at undergraduate, graduate, professional or postgraduate level.

Progress and Programme Continuation and Discontinuation

An important set of UC regulations are those dealing with a student's progress (see [Academic Progress](#)). The onus on students is to plan their studies, monitor their progress and self-regulate their behaviour, including their learning and assessment obligations. However, ACIS and the University generally are concerned that if a student is under-achieving, some action is taken, initially by the student, including getting the student back on track. Thus, foremost in the review of a student's

progress are such questions as: Can the student improve his/her performance if allowed to continue? If so, how? And how will this be monitored and evaluated by the student and by university staff?

In some cases, the answer to the first question will be “No”. The student will be given help to work through other options to try to bring about a satisfactory end to his/her present studies. This will involve, if possible, an alternative, positive way forward in the person’s development.

The provisions in the previous paragraphs will have a formal side to them to emphasise the seriousness of the situation and where responsibility lies. Possibilities include the issuing of an Academic Warning letter, exclusion from enrolling on courses in the University of Canterbury Business School (and so the student’s present nominated qualification, if it is the Bachelor of Commerce) or the imposition of a restricted enrolment sanction with specific conditions depending on what is most appropriate for the student. For example, a student might only be allowed to enrol for courses with a total maximum points value in the next semester, and a condition of continuing beyond that semester may be the requirement to pass courses with a majority of those points. These formal provisions include an appeals procedure for students, as set out on the [Academic Progress](#) webpage.

English, Te Reo Māori and Students with Other Mother Languages

The University and ACIS are both bicultural and have a multicultural perspective: they welcome people from every part of Aotearoa New Zealand and every continent and ocean beyond its shores. The language of tuition and assessment is English (New Zealand), although where Te Reo Māori is applicable and possible, this indigenous language is used, recognised and encouraged. For those students whose mother tongue is other than English, learning in English can be challenging but it can add much to the value of one’s learning. There may be initial difficulties both with the English language and with the cultures it reflects. If a student has such difficulties as understanding the lecturers or writing normally, let alone academically, then he/she should be assured about not being alone. Indeed, UC has established several support mechanisms to help. But the onus is on students, as they have elected to study in English in a country whose main language is English. Thus, students are expected to mix ethnically, culturally and linguistically inside and outside the University, with the overt intentions of conversing in English and Te Reo, and increasing their awareness of cultures, including the business culture of New Zealand and other Anglosphere countries in which or with whose peoples they may do business in future.

Initial contacts include [New International Student Support](#), the [Pacific Development Team](#), the [Maori Development Team](#) and [Services for New Students](#). Further academic support is available from the [Academic Skills Centre](#). Please use these support services – they are part of the customer value proposition to which you are contributing.

Class Representatives

A class representative is appointed for each course at the beginning of each semester; the appointment process may be by election, selection or other means, provided all students are permitted to participate. At the course level, these representatives are a valuable link between the course coordinator and the students. At the ACIS Department level, these representatives are a valuable link between students and the department, including as part of a consultative committee. The representatives and course coordinators are expected to facilitate dialogue between the students and the academics on a regular basis. This process should help to isolate and resolve potential concerns; provide constructive feedback on elements of courses that are working well and could be extended to other courses; and provide constructive feedback on student and academic behaviours that make for effective learning and teaching and can be extended likewise.

Student Evaluation of Courses and Teaching

ACIS academics regularly survey students they lecture, tutor or teach or whose learning activities they facilitate. The feedback obtained from students is used to improve courses.

The format of surveys and the administering of surveys, including the recording of responses and the reporting of results, are conducted by an independent unit of the University under its Academic Services portfolio. Surveys are administered through the LEARN site for the course. All students on a course are requested to complete the survey questionnaire. All responses to questions, including comments, are treated in confidence, including that individual student responses are not available to academics or others outside the aforementioned unit. The survey data are analysed and interpreted and action is taken to improve the course. Refer to the [Teaching, Course and Programme Surveys Policy, Procedures and Guidelines](#) for further information.

Student Complaints

If a student has a complaint about the conduct of any member(s) of ACIS staff or about a student(s) on an ACIS course, they should discuss the matter, in the first instance, with the person concerned. Should the student feel unable to do this, or if the student remains unsatisfied, they should contact the course coordinator and/or the Head of ACIS Department. The University also has a process through which students can voice a concern or complaint without fear of disadvantage ([click on this hyperlink](#)).

The concerns, complaints and appeals processes referred to above apply to grievances arising from the application and exercise of these ACIS policies.



These policies were last reviewed on 2 March 2017.

The next review is due on 15 February 2018.