Course Outline 2019
INNOVENT 204: UNDERSTANDING ENTREPRENEURIAL OPPORTUNITIES
(15 POINTS)
Semester 1 (S1 1193)

Course prescription
Applies processes for creating, evaluating and realizing entrepreneurial opportunities. Presents creative and analytical approaches to engage with different stakeholders and make decisions under conditions of uncertainty in a variety of entrepreneurial contexts. Skills to assess opportunities and associated business models and communicate a credible and compelling business case are introduced.

Course advice
Restriction: INNOVENT 202
Pre-requisites: BUSINESS 101 and 102 or SCIGEN 201
This course is designed for undergraduate students with an interest in the early stages of venture creation – generating and evaluating ideas and creating a potential entrepreneurial opportunity. More specifically, this course will explore the process of how scientific research (ideas) are commercialised (into entrepreneurial opportunities) and the components that need to be considered.

Goals of the course
To introduce students to the theory of entrepreneurial opportunity and how opportunities are realised in practice. Specifically, the course will encourage students to search for and evaluate an idea that is based on the use of a scientific discovery or a new technology, and then effectively communicate its potential for commercialisation. Transferable skills related to teamwork, problem solving, and communication are developed by working in a team to build an attractive business case with investment potential.
Learning outcomes (LO)
By the end of the course, it is expected that students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Generate and evaluate ideas with a view to developing a potential entrepreneurial opportunity in science and technology.</td>
<td>2. Critical thinking</td>
</tr>
<tr>
<td>LO2</td>
<td>Develop a viable business case for an entrepreneurial opportunity taking into account the key stakeholders and sources of finance.</td>
<td>3. Solution seeking</td>
</tr>
<tr>
<td>LO3</td>
<td>Present entrepreneurial opportunities to “potential investors” through the pitch presentation.</td>
<td>4a. Communication (Oral)</td>
</tr>
<tr>
<td>LO4</td>
<td>Explain the components of a viable business model to support the existence of value creation and value capture in your business case.</td>
<td>4b. Communication (Written)</td>
</tr>
<tr>
<td>LO5</td>
<td>Work in a team to develop and present the business case for the entrepreneurial opportunity.</td>
<td>4c. Engagement (Collaboration)</td>
</tr>
<tr>
<td>LO6</td>
<td>Apply theoretical knowledge to develop a practical understanding of entrepreneurship.</td>
<td>1. Disciplinary knowledge and practice</td>
</tr>
</tbody>
</table>

* See the graduate profile this course belongs to at the end of this course outline.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Tuesday (9am-11am) Sci Maths &amp; Physics, Room G02</th>
<th>Wednesday (10-11am) Biology building, Room 100</th>
<th>Activities and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 05</td>
<td>Introduction to the course</td>
<td>Lecture (Cristiano 1 hr)</td>
<td>Lecture (Stefan 1hr)</td>
<td>1-3 Readings Independent research</td>
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<tr>
<td></td>
<td>March 06</td>
<td></td>
<td>Guest lecture Philip Abela (Librarian)</td>
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<tr>
<td>2</td>
<td>March 12</td>
<td>Innovation &amp; Diffusion of Technology in Products &amp; Services</td>
<td>Lecture (Stefan 2hr)</td>
<td>Lecture (Stefan 1hr)</td>
<td>1-3 Readings Independent research</td>
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<td></td>
<td>March 13</td>
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<tr>
<td>3</td>
<td>March 19</td>
<td>Routes to Commercialisation The Business Model</td>
<td>Lecture (Stefan 2hr)</td>
<td>Lecture (Stefan 1hr)</td>
<td>1-3 Readings Independent research</td>
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<td>March 20</td>
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<tr>
<td>4</td>
<td>March 26</td>
<td>Sources of Finance</td>
<td>Lecture (Cristiano 2hr)</td>
<td>Guest lecturer Graham Harris</td>
<td>1-2 Readings Independent research</td>
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<td>March 27</td>
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<tr>
<td>5</td>
<td>April 2</td>
<td>Market validation &amp; Research</td>
<td>Lecture (Stefan 2 hr)</td>
<td>Guest lecture Nicola Johnstone from UNI-SERVICES</td>
<td>1-3 Readings Independent research</td>
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<td></td>
<td>April 3</td>
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<tr>
<td>6</td>
<td>April 9</td>
<td>Funding the Commercialisation Process</td>
<td>Lecture (Cristiano 2hr)</td>
<td>Guest lecture Lachlan Nixon Biopacific</td>
<td>Idea Generation Essay Independent research</td>
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<tr>
<td></td>
<td>April 10</td>
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</tbody>
</table>

MID SEMESTER BREAK

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Weekly Topics</th>
<th>Tuesday (9am-11am) Sci Maths &amp; Physics, Room G02</th>
<th>Wednesday (10-11am) Biology building, Room 100</th>
<th>Activities and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>April 30</td>
<td>Mid-Semester test (2hr)</td>
<td>Mid-Semester test (2hr)</td>
<td>Lecture (Stefan 1hr)</td>
<td></td>
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<tr>
<td></td>
<td>May 1</td>
<td>Finalising (Team) Entrepreneurial Opportunity</td>
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<tr>
<td>8</td>
<td>May 7</td>
<td>Developing a Business Case and Pitch</td>
<td>Lecture (Stefan 2 hr)</td>
<td>Lecture (Stefan 1hr)</td>
<td>Group work Research for Business Case</td>
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<td>May 8</td>
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<tr>
<td>9</td>
<td>May 14</td>
<td>Finance tools for the Business Case (Cristiano 2hr)</td>
<td>Lecture (Cristiano 2hr)</td>
<td>Guest lecture Colin McKinnon</td>
<td>Group work Research for Business Case</td>
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<td>May 15</td>
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<tr>
<td>10</td>
<td>May 21</td>
<td>Mentoring</td>
<td>Mentor sessions (2hr)</td>
<td>Mentor De-brief session</td>
<td>Group work Research for Business Case</td>
</tr>
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<td></td>
<td>May 22</td>
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<tr>
<td>11</td>
<td>May 28</td>
<td>Finance tools for the Business Case</td>
<td>Lecture (Cristiano 2hr)</td>
<td>Lecture (Cristiano 1hr)</td>
<td>Group work Research for Business Case</td>
</tr>
<tr>
<td></td>
<td>May 29</td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>June 4</td>
<td>Business Case presentations Final wrap up</td>
<td>Teams present business case to panel and class</td>
<td>Teams present business case to panel and class. Additional class time 9-10am in 106-204.</td>
<td>Business Case DUE 5th June Presentations randomly assigned during Week 12</td>
</tr>
<tr>
<td></td>
<td>June 5</td>
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</tbody>
</table>

**Learning and teaching**

This course engages participants through a variety of learning modes. During the course you will:

1. Attend presentations by lecturers or guest speakers.
2. Work as part of a team to plan and present an attractive business case.
3. Conduct independent research and reading.
Teaching staff

Dr Cristiano Bellavitis (Course Co-ordinator)
Office: 260-498 Owen G. Glenn Building
Email: c.bellavitis@auckland.ac.nz
Office hours: 1 hour after class on Tuesday and Wednesday.

Dr Stefan Korber
Office: 260-467 Owen G. Glenn Building
Email: s.korber@auckland.ac.nz
Office hours: by appointment only

Ms Natali Cortes Sobolieva
Teaching assistant
Email: n.cortes@auckland.ac.nz
Office Hours: by appointment only

Learning resources

Required Text:


This book is available as an e-book and there is a copy in the library.

Try Book Depository: https://www.bookdepository.com/Technology-Entrepreneurship/9781137020109


Further course content will be provided online through Canvas, the University’s learning management system.
## Assessment information

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea Generation Essay (1,500 words) individual</td>
<td>15%</td>
<td>Individual</td>
<td>Week 6: 8th April at 9am</td>
</tr>
<tr>
<td>Mid-Semester (in class) Test (2hr) individual</td>
<td>30%</td>
<td>Individual</td>
<td>Week 7: 30th April at 9am</td>
</tr>
<tr>
<td>Opportunity Pitch Presentation (Group)</td>
<td>20%</td>
<td>Group</td>
<td>Week 12: 4th-5th June</td>
</tr>
<tr>
<td>Business Case (3,000 words) (Group)</td>
<td>30%</td>
<td>Group</td>
<td>Week 12: 5th June</td>
</tr>
</tbody>
</table>

Further details on these assessments will be provided in Canvas by pressing on the Assessments tab.

**Peer Evaluation**

At the end of the course you will evaluate (via Canvas) the contribution of your peers in both the Opportunity Pitch presentation AND the Business Case. This means that your individual grade has the potential to increase or decrease up to 5%.

You will assess each team member to assess the contributions that the other members of their team made to the work of the team. This contribution should presumably reflect your judgment of such things as:

- **Preparation** – Were they prepared when they came to class?
- **Contribution** – Did they contribute productively to team discussion and work?
- **Respect for others’ ideas** – Did they encourage others to contribute their ideas?
- **Flexibility** – Were they flexible when disagreements occurred?
- **Other** –

In doing your evaluation, focus on the few things that really drove your assessment of your team members. It is important that you raise the evaluation of people who truly worked hard for the good of the team and lower the evaluation of those you perceived not to be working as hard on team tasks. Those who contributed should receive the full worth of the team’s grades; those who did not contribute fully should only receive partial credit.

Further details about this peer evaluation process will be provided in the second half of the semester. (Note: the lecturers make the final decision about course grades)

**Pass requirements**

In order to pass the course, students need to achieve an average of 50% (C-) across all assignments.
Description of assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea Generation Essay</td>
<td>LO1, LO2, LO4</td>
</tr>
<tr>
<td>Mid-semester test</td>
<td>LO6</td>
</tr>
<tr>
<td>Opportunity pitch presentation</td>
<td>LO2, LO3, LO5</td>
</tr>
<tr>
<td>Business case</td>
<td>LO2, LO4, LO5</td>
</tr>
</tbody>
</table>

Assessment One: Idea Generation Essay (individual)

15 Marks 15 % of total grade

Due: See assessments table - IN CLASS

Submit: via Turnitin; max 1500 words.

Essay Brief:

Select a new technology, technological invention or area of scientific research, which is not yet in the market and analyse its potential for commercialisation. You can choose:

a) one of the technologies proposed and available on Canvas or,

b) you can independently explore the market and find a technology you are interested in. Your choice may reflect the subject of your degree course.

If you prefer to choose a technology outside of the ten proposed and available on Canvas (choice b), please ensure the product/invention of your choice has been agreed in advance with the teaching assistant before you begin writing.

In your essay you should evaluate the commercial potential of your chosen technology and recommend how you think it should be developed over the next 5 years by considering the following areas:

Technical feasibility. Consider the ease or difficulty of developing the technology and in achieving commercial manufacture and distribution of the product or delivery of the service. Are the projected timescales realistic and scale up plans plausible?

Market Attractiveness. Consider the size and dynamics of the potential market and whether the correct target market has been selected. Discuss how the technology compares with the competition from the point of view of the ultimate customer. Consider any barriers to acceptance along the value chain from technology to market and how these can be overcome. Consider the financial viability of the venture. Is there the potential to develop a profitable business and therefore create value for potential investors?

Business Strategy. What is the most appropriate business model for this technology? Is the opportunity business to business or for a consumer market?
Recommend how the company should develop or acquire the necessary skills and experience to deliver the optimum business model.

Required

A 1,500 word essay. Technical information and web pages used to develop your essay must be included in an appendix but are not included in the word count.

Advice

Choose an area which you are interested in. Within this area you can choose one of the ten technologies proposed, or you can identify another one. To do so, you can think of the new and innovative research that is being conducted in your discipline are. Read around the topic and use the Ingenuity framework to guide your analysis.

Essays which gain higher marks will:

- provide evidence of reading around the topic and show a good understanding of the key concepts
- include relevant theory and evidence and reference sources accurately.
- critically discuss different viewpoints with arguments carefully developed and clearly expounded
- support claims with relevant information and proof
- show originality of thought
- have good structure and clear presentation (including introductory and concluding sections)

If you have any questions about your essay, please discuss these with the course facilitators. They are available at timetabled sessions, during scheduled office hours, via e-mail and by appointment.

Assessment Two: Mid-Semester Test (individual)

30 Marks 30% of total grade

Date: See assessments table.

Venue: 90 mins test to take place in class

Exam Brief:

This exam will test your understanding and knowledge of the topics covered in Weeks 1-6. There will be 2 sections – A and B and you will be required to answer one question from each section. On Canvas you can find a similar test used in previous semesters.
Assessment Three: Opportunity Pitch Presentation
20 marks 20% of total grade

Due: See assessments table.

Your group will be required to present a summary of your Business Case to the class in Weeks 12 during lecture times stipulated above and the additional two hours that have been allocated to accommodate growing numbers (20 marks). Please note Groups can sign up for a chosen slot on CANVAS from Week 8. The overall grade for this assessment will be based on the raw grade plus a peer evaluation component. This process will be explained to you in detail in class.

10 minutes for “Pitch”

5 minutes for questions

Target Audience – potential investors

Guidelines from “The Art of Pitching”

Max 10 slides – (See pp. 51 – 52, “The Art of Pitching”)

The Opportunity Pitch Presentation will be assessed using the following criteria.
Marking Guide

Overall structure and presentation of the business case /2

- Professional, polished presentation 2
- Adequate presentation 1.5
- Confused and muddled presentation 1
- Most of the team members read everything from notes 0

Communication and understanding of the technology/research innovation /5

- Addresses key aspects in a thorough manner 5
- Covers most but not all relevant information 4
- Patchy coverage of key material 3

Feasibility of the commercial and marketing strategy /5

- Addresses key aspects in a thorough manner 5
- Covers most but not all relevant information 4
- Patchy coverage of key material 3

Feasibility of the financial planning strategy /5

- Addresses key aspects in a thorough manner 5
- Covers most but not all relevant information 4
- Patchy coverage of key material 3

Engagement and response to questions /3

- Clear, articulate responses from different team members 3
- Adequate response from select (1 or 2) members 2
- Some questions answered well but not all 1
- Leaves question unanswered 0

General Comments /20
Assessment Four: Business Case (3,000 word, group assignment)

30 marks 30% of total grade

Due: See assessments table, IN CLASS
Submit: via Turnitin (max 3,000 words)

A Business Case is a 3,000-word document that summarises the major aspects of your proposed project. It is not a full Business Plan (25 - 35 sides) but is longer than an Executive Summary (1 - 2 sides). A Business Case consists of six sections. Each section addresses a key question regarding the venture:

Summary
what is your idea/concept the project is based on?

Market Opportunity
how is your idea solving a problem? what is the pain-point?

Product/Service
what are you proposing to do/launch/sell/market/communicate??

IP Considerations
does your proposed product or service have IP considerations? If so, how will you ensure your product is protected?

Strategy/Operations
how will you market and operationalise the project?

Management
who is the team heading up this project?

Finance
how much capital do you need? Where do you plan to raise this capital from? What are your cash flow projections?

Please stick to the 3,000-word limit and to the section structure outlined above.
(This venture summary guideline is based on the one used for Spark)

Summary
The purpose of the Summary section is to clearly and succinctly describe the business concept. This should have a strong, inspiring impact on the reader.

Market Opportunity
Purpose - to clearly establish that there is a definite and substantial ‘need’ in the target market and to quantify the nature and size of this opportunity.
Questions
What is the target market?
Why will the customer buy the product?
How big is this market?
What are the key features or trends of this market?
How much will the venture sell into this market?
Does the market demonstrate the opportunity for sustainable margins and growth in the long term?
What are the mid to long-term plans for expansion into other markets?

Product/Service
Purpose - what the product is, how it is made and what state it currently is in.

Proposed technology product/innovation/research that can be commercialised

The purpose of this section is to describe in simple and clear terms what the product/technology is, how it is made and what state it currently is in.

Questions
What is the technology/innovation/research that has the potential for commercialisation?
What will the technology/innovation/research do (goals, outputs etc.)?
What are the key features/benefits?
How does it work?
What resources are required to launch the project?
What is the current state of the technology/innovation/research?
Feedback on the proposed to date?
Are there any other factors that will enable barriers to entry to be created?

Strategy/Operations
Purpose - define ‘how’ the project will create value and how it will respond to the market environment.

Questions
What is the Business Model?
What is the ‘route to market’ and marketing strategy?
What is the pricing model?
Who are the key partners? How committed are they?
Who are the competitors? How much threat do they pose?
What is your competitive advantage?
How will competitors respond? Is your advantage sustainable?
What key milestones have been achieved to date?
What are the key milestones in the next 6, 12 and 24 months?
What are the critical success factors for achieving these milestones?
What is the venture’s funding strategy?
What are the key risks to the success of the venture?

Management
Purpose - outline the experience of the management team and roles on the project

Questions
Who is the management team?
What experience?
What commitment?
Where are the gaps?
How will you fill them?
What is the equity structure of the venture?
What are the significant events in the venture’s history?

Financial
Purpose - information necessary to establish a clear picture of the project’s projected financial results. The financial numbers flow from your research in the above sections. You are expected to deliver:
breakeven, key margins/ratios
five year cash flow projections
current and projected capital requirements
assumptions and dependencies
Financial Appendix

Projected Cash flow for five years

There will be a number of 'holes' that will come up as you complete the Business Case. The most important thing is to recognise this, it is not ideal to try and cover up on the gaps – be honest.

Business Case (BS)
Marking Sheet

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this BS demonstrate thorough research, analysis, and a clear understanding of the business and competitive environment?</td>
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<tr>
<td>Does this BS demonstrate an understanding of customer needs and behaviour? Is there an effective identification of the target market(s)? Is there a sense of market validation in demonstrating that a realistic market exists for this product or service?</td>
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<tr>
<td>Does a clear sense of logic, strategy, and business model thinking permeate through this VS from broad initial overview of the business idea, to all of the finer marketing, operational and financial details?</td>
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<tr>
<td>Are the financials in this BS comprehensive and to a high standard? Would an investor feel confident when looking through your financials? Does everything add up and are any major assumptions made clear?</td>
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<tr>
<td>Has this project been thoroughly 'evaluated'? Does this plan demonstrate reasonable and realistic potential as a business venture? If yes - why? If no - why not? Would it be likely to attract the interest of a potential investor?</td>
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Course policies

Joining late
There are tight schedules associated with INNOVENT 204. One important event that happens in the first week of the semester is that students are formed into teams that work together for the whole semester. Our goal is to have balanced teams comprising 4 - 5 students. That way, the intellectual resources of the team are maximised, while maintaining a team size that students find manageable.

Levels of achievement for assignments

An assignment in the A range:
Work of outstanding merit. The work has depth of insight, strength of evidence and the writing flows.
- Includes perceptive reflections and/or evidence of original or creative thinking about topic.
- Integrates research, theory and practice.
- Justifies argument clearly and coherently.
- Minor technical errors in academic writing

An assignment in the B range:
Capable work but not to the level of outstanding merit.
- The work reads well and incorporates research, theory and practice.
- Argument flows well.
- Some technical errors.
An assignment in the C range:
Work is shown to be of a pass standard: C+ clearly a pass C- minimum pass standard.
- Argument evident but use of theory, research and/or practice examples limited in analysis or meaning to create clear argument.
- Many technical errors in academic writing.

An assignment in the D range:
- Not of an acceptable pass standard – inadequate coverage of the major requirements of the assignment.
- Significant lack of substance or detail in position taken and/or significant lack of coherence and clarity.
- Major technical errors in academic writing.

An assignment in the E range:
- Deficient in meeting even basic requirements – substantial omissions and errors in structure and argument, in clarity and coherence and technical accuracy.

An assignment receiving zero marks:
- Significant failures (either in amount or quantity) in referencing, citing, or paraphrasing to an extent whereby there is ambiguity as to the authorship of the work.

In practice, these grades directly correspond to the table:

<table>
<thead>
<tr>
<th>Description</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ Rare, outstanding, nearly flawless</td>
<td>90-100</td>
</tr>
<tr>
<td>A Exceptional, well beyond expectations</td>
<td>85-89</td>
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<tr>
<td>A- Excellent</td>
<td>80-84</td>
</tr>
<tr>
<td>B+ Polished, very good</td>
<td>75-79</td>
</tr>
<tr>
<td>B Covers everything expected</td>
<td>70-74</td>
</tr>
<tr>
<td>B- Good coverage, minor flaws</td>
<td>65-69</td>
</tr>
<tr>
<td>C+ Adequate understanding of the fundamentals but some gaps</td>
<td>60-64</td>
</tr>
<tr>
<td>C Some understanding, but gaps</td>
<td>55-59</td>
</tr>
</tbody>
</table>
Late (written) assignments

Late submissions / missed assignments: no late submissions. If you have a legitimate reason please apply for an Aegrotat: https://www.auckland.ac.nz/en/students/academic-information/exams-and-final-results/during-exams/aegrotat-and-compassionate-consideration.html

Requests for extensions: If needed, please apply for an Aegrotat (see above).

Referencing

All written assignments should utilise APA formatting. For details of what is APA formatting and how to do it, see the Referencing website http://www.cite.auckland.ac.nz/

Use of email

We try to respond to email within one working day, not longer than two working days; i.e., if you email on Monday morning, we will try and respond by end of play on Tuesday. If you email on Friday morning, you will get a response Monday. We do not answer emails over the weekend.

Standard policies

The following policies are standard across much of the University.

Cheating and plagiarism

The University of Auckland regards cheating as a serious academic offence. Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarized from many sources, including books, journal articles, the internet, and other students’ assignments. The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone—your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: http://www.cite.auckland.ac.nz/ The document Guidelines: Conduct of Coursework provides further advice on how to avoid plagiarism. It can be found at: http://www.business.auckland.ac.nz/conductcoursework
The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University’s Discipline Committee, where further penalties can be imposed.

**Third party assistance with coursework**

While you are encouraged to improve your coursework writing skills and are permitted to seek assistance from third parties you are advised that there are important limits on the amount and type of assistance that can be given to you in completing your assignments, including group work. Third parties include fellow students, reading groups, friends, parents, Student Learning Centre tutors, and paid-for professional editing services. A set of guidelines clearly indicates the type of advice and assistance that can be given. If you are seeking the assistance of any third party you are required to give a copy of the guidelines to the person prior to them helping or assisting you. You are also required to only seek and accept help using a printed version of your work, not an electronic version. You must keep a copy of this printed version and produce it if required.

A copy of the guidelines is available at: http://www.business.auckland.ac.nz/thirdpartyassistance/

**Other resources and help**

*Help with writing*

There are a range of good books that can help you tackle the challenges of writing well. We recommend any of the following:


The Student Learning Centre also offers a range of courses on academic writing.

**Inclusive learning**

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

**Academic integrity**

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

**Student feedback**
**Problems with this course or any other course**

As a general principle, the University encourages the prompt and informal resolution of all student concerns and complaints as they arise, in a collegial and non-adversarial manner.

**Informal Procedures**

- If you have a problem with a course please approach the lecturer in the first instance. If you feel uncomfortable in directly approaching your lecturer, then please contact your Class Representative, who may talk with your lecturer or pursue the matter at a Staff Student Consultative Committee (SSCC) meeting.
- You may approach the University Mediator’s Office or the Student Advocacy Network at any time for assistance.
- If these are deemed inappropriate then you or the Class Representative could approach the Associate Dean Academic Programmes.

**Formal Procedures**

- In the event that the matter is not resolved satisfactorily at an informal level, you may approach the Head of Department. For INNOVENT 204, this will be the Head of the Department of Management and International Business.
- If the grievance seems to have no reasonable ground, the Head of Department shall state in writing why, in his or her judgement, the grievance is without merit. If, however, the Head of Department sees reasonable ground for the students’ complaint, the Head shall meet with the staff member and/or with the student and staff member together in an effort to resolve the student’s grievance. The Head of Department, the ‘class rep’ who can raise issues on receipt of a complaint, may direct the issue back to the informal process if she/he feels that it is appropriate.

**If neither of these approaches are appropriate.**

It is anticipated that the majority of student grievances will be resolved at this stage.

- If the student is dissatisfied with the response and/or redress (or lack thereof), he or she may then appeal to the Associate Dean Academic Programmes in writing. The Associate Dean will, after appropriate consultation, inform the student of the findings with respect of their case and if necessary arrange a meeting with the student, either individually or with the staff member(s).
- If the student is dissatisfied with the response and/or redress (or lack thereof), and all other reasonable attempts to resolve the grievance have been attempted or exhausted, the grievance may be referred to the Deputy Vice Chancellor (Academic). The Deputy Vice Chancellor (Academic), or nominee, will then convene the Academic Grievance Committee.
In the event of an unexpected disruption
We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies, In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via Canvas and the University website.

Graduate profile for
The following six themes represent the capabilities that the Business School seeks to foster in all of its graduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.