



UNIVERSITY OF  
AUCKLAND  
Waipapa Taumata Rau  
NEW ZEALAND

**BUSINESS SCHOOL**

# Te Pukapuka Matua a ngā Ākonga The Core Student Handbook

2025 Edition



# Welcome and introduction

## Welcome

Nau mai, haere mai.

Kia ora, welcome to the University of Auckland Business School and your first year of business studies, where you will take your first-year Core courses.

## What is the Core?

A unique feature of our undergraduate Business programmes is the innovative, interdisciplinary foundation and backbone of your Business degree, the Core. In your first year, you'll start your business studies with an integrated set of six Core courses, discovering how the different disciplines of business fit together in the environment in which businesses operate. You will also take a Waipapa Taumata Rau (WTR) course (more on this shortly). Alongside courses in your major(s) in your second year, you'll work on real-world business problems, engaging in a business consulting Core course, where you will explore current 'grand challenges'. And alongside completing advanced courses in your major(s) in your third year, you'll choose a capstone experience to apply and demonstrate your skills and knowledge in a practical context – something you can share with future employers.

## Why have we developed a Core Student Handbook?

We hope this handbook helps you to navigate beginning your business studies at Waipapa Taumata Rau, University of Auckland. Our relationship with our students is very important to us, and the opportunities that the package of Core courses provides are important underpinnings to putting this handbook together. We hope the Core Student Handbook will help you better understand what we expect from you and what you can expect from your time with us. We also want you to understand important key policies and practices.

This handbook puts key information about the Core courses, how they fit together and form the foundation and spine of your Business degree, and the underpinning philosophies of the design of the Core (including skills development alongside gaining new knowledge), up front. Additionally, key policies and practice information is also included early in this document. Following this, we provide you with key information about the people, resources, and support services available while studying. This handbook wraps up by providing links to information about the key spaces and facilities you will access in your studies and links to some of the wider extra-curricular possibilities and opportunities available to you in the Business School and wider University ecosystems.

***Let's begin!***

***He Tora Atamai. He Tora Rere. A wise Albatross. A soaring Albatross.***



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# Introduction

## He Manga Tauhokohoko University of Auckland Business School

He Manga Tauhokohoko is the name gifted by Dr Merimeri Penfold to the Business School. Tauhokohoko means to trade. He manga means the many branches. Thus, we could translate He Manga Tauhokohoko as “The many trading branches.” This makes sense when you think about there being many branches of commerce in the building.

## Sir Owen G Glenn Building (OGGB) – Our shared space

The Business School’s award-winning Sir Owen G Glenn Building (OGGB) gives staff and students an integrated, purpose-built space for learning, researching, networking and interacting. Our building was given the Māori name Te Rerenga Toroa/The Flight of the Albatross. If you fly over the Owen G Glenn building and look down, it looks like an albatross coming in to land. The albatross would follow fishermen on their waka as they put out to sea. They became signs of good luck and a good catch. Like when you come to the OGGB, we want you to work for your catch, and ultimately, for your success.

The Sir Owen G Glenn Building houses fully equipped lecture theatres, computer labs, work rooms and social spaces. Many of your first-year courses will be held in these spaces. Our learners are diverse and so we have resources and spaces available to support inclusion and belonging in our building. For example, disabled access and facilities are available throughout the building. A dedicated study space is also provided for Māori and Pasific students on Level 0. Alternative study places include the library and the Student Commons. More information on the services and facilities available in the building is provided later in this handbook.

## Te Toka Kāmaka o Waipārūrū

In the entrance of the Sir Owen G Glenn Building of the University of Auckland Business School stands a sculptural artwork that embodies traditional thought on life and knowledge. The centerpiece of the artwork is the Pounamu Kahurangi, a rare form of jade or greenstone. It is named Te Toka Kāmaka o Waipārūrū and represents the strength and solidity of the School, symbolically linking manuhiri or visitors, students and staff, the past and the present and the North and South Islands. It is the life essence of the Business School and its spirit, protects traditional Māori values in all ceremonies that take place in the building and its environs, and the values associated with higher education.

By way of further explanation, Te Toka is our Rangatira. Te Toka represents the strength and solidity of the Business School. Te Toka joins visitors, students, and staff. Te Toka joins the past and the present. Te Toka joins the North and South Islands. Te Toka means a rock in stormy seas. Kāmaka is a foundation stone. Waipārūrū is the stream that flows down Grafton Gully to the sea. So, Te Toka locates us in this gully or valley. The stream flows used to flow down to the beach called Waipapa just below the marae. So, the chief locates us here in this place. We warmly welcome you into our shared learning space.



# Core design and philosophy

Let's now learn more about the design and philosophy underpinning Core courses that you will study in your business degree.

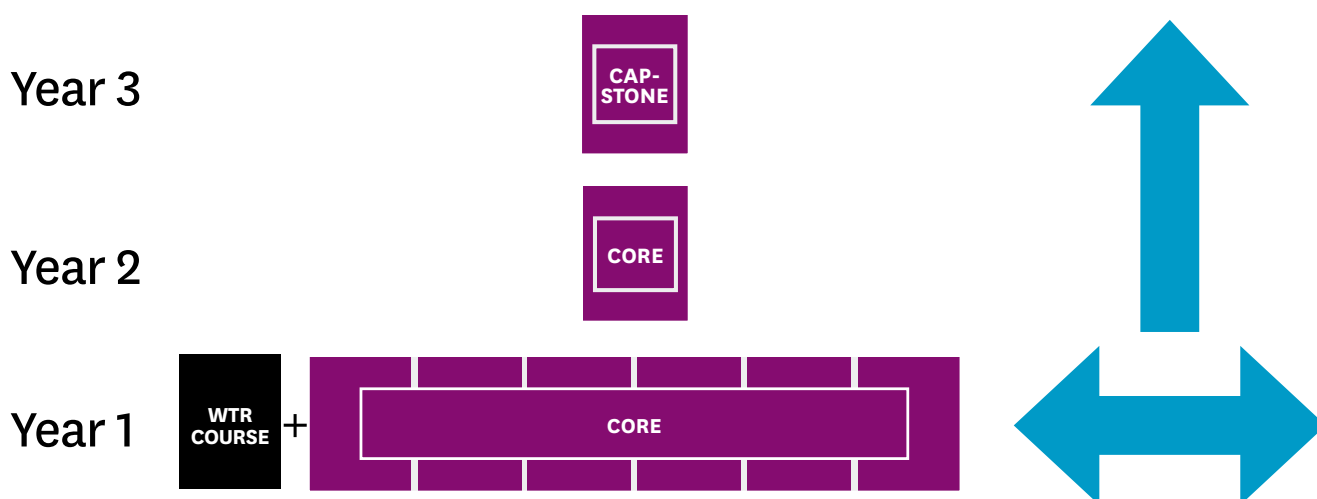
## Waipapa Taumata Rau course

First-year undergraduate business students will take the Business School's Waipapa Taumata Rau (WTR) course, WTRBUS 100, which uses a Māori-owned business as a case study to explore relevant knowledge systems and landmark Treaty cases. This course, along with other core courses, provides essential skills and knowledge to support students in their studies. Conjoint students will choose a WTR course from either of their degree components.

## Core courses

As outlined earlier in this handbook, a unique feature of our programmes is the innovative, interdisciplinary Core, which forms the foundation of your Business degree and includes compulsory Stage I courses: BUSINESS 111, BUSINESS 112, BUSINESS 114, BUSINESS 115, INFOSYS 110, and one of either STATS 100 OR STATS 108 courses. And the Core also forms the backbone of your Business degree, with Stage II course, BUSINESS 202 and a choice of one of two Stage III courses, BUSINESS 350 or BUSINESS 351.

Alongside your Core courses, you will also take courses in your chosen business major(s) (e.g., Marketing, Accounting, Economics etc.) to complete your degree. Many of our students complete two majors, and many also take conjoint degrees, which include business studies (e.g., Bachelor of Commerce/Bachelor of Science or Bachelor of Commerce/Bachelor of Laws).



Note: Conjoint students will have a choice in which faculty they complete their WTR course.

Figure 1: Horizontal and Vertical Core



## Horizontal Core — Stage I

Your WTR course and your first-year horizontal Core provides a package of courses designed to transition students to success in their undergraduate business studies. These courses have a strong focus on developing personal and professional skills and provide flexibility for students to make choices. In the first year all students are required to take the six compulsory horizontal Core courses at Stage I, one Waipapa Taumata Rau (WTR) course, and one additional course that will depend on the subjects you are planning to major in e.g., a Stage I course for your major, or an elective, or a General Education (GENED) course.

Figure 2 (below) shows the Core courses that you will take in your first year of business studies.

## Notes about STATS 100/108

**STATS 100 and STATS 108** both meet the BCom core requirement.

**STATS 100** is designed for students who lacked confidence in Year 13 Statistics or didn't study it at that level. You can't take STATS 100 if you are enrolled in another Statistics course or have already passed a course in this subject.

**STATS 108** is required by the Professional Accounting bodies and to advance in some majors such as Finance, Business Analytics and Operations and Supply Chain Management. You can enrol in STATS 108 after completing STATS 100.

*Please carefully check if STATS 108 is needed to progress with your chosen major by checking the pre-requisites for your Stage II and III major courses.*

Search the course outlines to learn more:

[courseoutline.auckland.ac.nz/dco](https://courseoutline.auckland.ac.nz/dco)

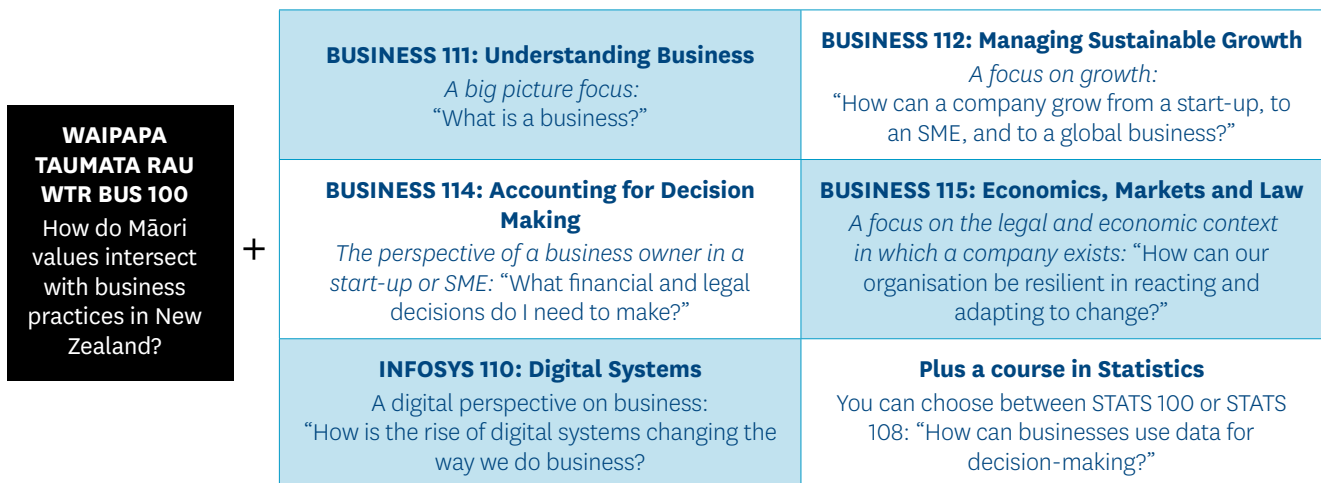
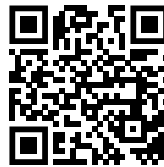


Figure 2: Stage I Horizontal Core courses



## Vertical Core Courses – Stage II and Stage III

Vertical Core courses include one course at Stage II and a capstone course at Stage III.

### BUSINESS 202 Business Consulting

Alongside courses in their majors, BCom students will take the BUSINESS 202, Business Consulting course. This is an innovative and engaging Stage II skills-based course, where students draw on knowledge and skills developed in their horizontal Core courses and apply this learning to three real-world, relevant, grand challenges.

These are:

- The future of work
- Competing globally
- Climate change

The course draws on an inventive delivery mechanism and assessment structure to round out its innovative design.

Search the course outline to learn more:  
[courseoutline.auckland.ac.nz/dco](https://courseoutline.auckland.ac.nz/dco)

## Core capstone courses

At Stage III BCom students have a choice of two Core capstone courses. These are BUSINESS 350, a business simulation-based course, and BUSINESS 351, an industry case course. In these courses, you will demonstrate your skills and knowledge in a practical context.

- BUSINESS 350 is an integrated team-based capstone experience based on a business simulation requiring students to demonstrate their ability to work collaboratively as they engage in strategic decision-making.
- In BUSINESS 351, students complete a challenging ‘real world’ business project requiring demonstration of personal and professional skills as teams assess a situation, propose solutions and communicate recommendations.

Students taking these courses draw on content from their Stage I courses, and their majors, as well as skills development from Business 202.

If you have any questions about your degree structure visit the Business School website:

[auckland.ac.nz/business-degree-planning](https://auckland.ac.nz/business-degree-planning)

## The Graduate Profile

The Core has been designed to be interactive and student-centered which means that you will complete activities on your own before class and then work with others in class to look at how business operates. The focus in your Core courses will not only be on subject knowledge, but skills development as well. There are certain things employers and international accreditation organisations expect from University of Auckland graduates, and each of your courses at University will contribute to ensuring that you meet those expectations by the time you graduate. Your Stage I Core courses will start you on this pathway in your business degree.

Regardless of the degree you pursue, by the time you graduate, the University will help you to be scholars, innovators, leaders, and global citizens. To achieve this, the University seeks to foster capabilities in the following areas amongst all of its graduates by the time they complete their studies.

In 2025 these are:

- People and Place
- Sustainability
- Knowledge and Practice
- Critical Thinking
- Solution Seeking
- Communication, Collaboration
- Ethics and Professionalism

This means that you will not only focus on knowledge and practice. You will also be developing these other key capabilities as well. And right from your courses in your first year.

## Digital Course Outlines (DCOs)

Digital Course Outlines (DCOs) provide students with detailed and timely information to assist in their selection of courses. A course DCO also provides an overview of the course, the skills capabilities developed in the course, and the course learning outcomes. Alongside this, information on course assessments and other key course information is also provided in a DCO.

Key components of the graduate profile for your programme of study are linked to the learning outcome in each of your Core courses, and in the courses in your major(s) as well. You can find which components are being developed in each course in the DCOs for each of your courses.

Learn more about Digital Course Outlines (DCOs): [courseoutline.auckland.ac.nz/dco](https://courseoutline.auckland.ac.nz/dco)

## Blended/Active Learning

Four of the Business Core courses that you will take in your first year: BUSINESS 111, BUSINESS 112, BUSINESS 114, and BUSINESS 115, are not courses where you will sit and listen to a lecture. Rather, these courses have an active, engaging and interactive approach as you interact with your teachers/facilitators and with your fellow students. And all of this occurs in purpose-built teaching rooms where you sit at tables with other students and engage with teaching staff members as you complete activities. WTRBUS 100 follows a similar learning approach.

To prepare to really engage in this active learning environment, students complete workshop preparation on Canvas before coming to class. This includes readings, watching mini lecture recordings, completing exercises and completing weekly quizzes. Think of this as putting the needed tools in your tool belt so that you are ready to tackle your classroom activities and so you can maximize your value from each session. Each week for these courses, you will attend a two-hour on-campus workshop, where you will complete activities and apply your learning. Learning occurs through group discussions and wider class discussions, and this is a very effective way of developing students' understanding of concepts.

Given both the content and skills development goals of the first-year programme, the Business School made a strategic decision to also design BUSINESS 111 and 112 on the principles of Team-Based Learning (TBL), which is a specific type of blended and active learning where students work in permanent teams in class to apply their learning.







## Your first-year Core experience

In each of the first-year Core courses you will study, there is a Canvas course page to guide you. There is also this Core Student Handbook and the Welcome to the Core video. The Canvas course pages for each course provide access to your Workshop Preparation, assessment information, skills development activities, course communication processes (including Canvas announcements and Piazza or Ed Discussion) and course expectations.

Your WTR course and your Core courses are comprised of three key components. These are:

- **Workshop Preparation**

You will complete your workshop preparation on Canvas before class. This involves working through learning resources like readings, mini lecture videos, activities, and quizzes.

- **Interactive Workshops**

In your interactive and engaging weekly workshops, in our purpose-built teaching rooms, you will complete activities facilitated by your class teachers/facilitators, along with other students, including in teams in some courses. Because of the interactive, discussive, workshop-based nature of these classes, they are NOT recorded. This means you need to attend classes each week, and student attendance is recorded, and tracked in some of these courses. Note: in INFOSYS 110, you will attend plenary lectures and labs as opposed to workshops and in STATS 100/108 you will attend lectures.

- **Independent Study:**

You will complete other independent study for each of your courses outside of class, consolidate your notes, and complete assessments outside of class time.

This type of learning is about both breadth and depth. The workshop preparation activities are about breadth, exposing you to broad content related to that week's topic area. The interactive workshops are then about depth, selecting and applying one or a few key concepts from the activities and readings.

## Academic Support and Resources

A wide range of optional support resources and services are available to support you in your first-year studies. Some are student-led and some are staff-led initiatives. Information on these, can be found on the Learning Support page accessible from the Learning Hub and each individual Canvas page. Links are also provided to these later in this handbook.



## Workload expectations

All Business School courses are designed with an expectation that an average student, hoping to achieve an average grade, will spend about 10 hours per week on work relating to the each course. A full-time programme of four courses, therefore, needs to be treated like full-time employment, an average of 40 hours per week.

For your horizontal Core courses this means, per course, you can expect to spend three to four hours per week completing workshop preparation. You will also have your two-hour interactive workshop to attend (or in the case of INFOSYS 110, lectures and labs, and your STATS course, your classes).

The remaining four to five hours are for either availing yourself of the multiple support services and resources that are available to our first-year business students (more information on these services is provided later in this handbook) or are for independent study, where you might consolidate your notes, and complete assessments outside of class time, and prepare for your exams.



# Hear from our students



## Tiffany Koo

*“I was unsure about what majors I wanted to go into as I thought I had to make up my mind before I started university. I then learnt that you can switch your majors even after starting. The first-year courses for commerce are designed in a diverse way and it allows you to explore all the different majors before you decide what majors you want to pursue. You can change your mind and it is okay to not know what you want to do in the future.”*

## Grace Kerr

*“My advice to incoming first-year students would be to actively engage in extracurricular activities and make time for friends. However, it’s equally important to recognise the power of saying ‘no’ to social engagements to focus on your academic commitments. Striking a sustainable balance in managing your time and energy is the most important.”*



## Miles Tapsell

*“Aim high, so that when you figure out what you want to do, you’re already equipped with excellent skills and experience.*

*Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei - strive for the greatest treasure, so if you fall, let it be to a lofty mountain.”*



# Practice and Policy

## Setting up for success

The students that do the best in first year studies are not always the students who are the smartest intellectually, but the students who keep up to date in their studies, engage in their courses, including attending classes, and ask for appropriate help and support. These students who reach out to academic support services, who actively seek to learn and adhere to the University rules and expectations, who learn the technology systems including how to use academic resources in the library, and who actively look to create friendships to find peer support and a sense of belonging, are the students who are best positioned for success and are maximising their university experience.

The advantage this creates will continue to pay benefits throughout your degree and into the workplace. You do not need to forge your own path—we are here to help you as you start this new point in your life-long learning journey.

## Academic Conduct

The University has policies relating to its expectations of academic conduct, and these include how any issues arising in relation to this will be managed. This includes student discipline, academic conduct, the resolution of academic disputes and complaints, copyright materials, authorship and the use of third-party assistance in coursework.

Learn about the University's expectations of academic conduct in detail: [auckland.ac.nz/academic-conduct](https://auckland.ac.nz/academic-conduct)

## Academic Integrity

Academic integrity is taken very seriously at the University of Auckland and all members of the University community have a responsibility to understand and act in a way that supports the concepts and values of academic integrity.

## What is academic integrity?

Academic integrity is the honesty you have in your studies and assessments when using other people's work in your own work. Academic staff have a responsibility to promote academic integrity and to identify and report misconduct. As a student at the University, you have a responsibility to correctly acknowledge the sources you have used to complete your assessments.

## Academic Integrity Course

If you're a new student with the University of Auckland, you will be required to complete the University's Academic Integrity Course. This is a requirement, and we strongly encourage you to complete this course in the first month of your study.

Learn about the Academic Integrity Course: [auckland.ac.nz/academic-integrity](https://auckland.ac.nz/academic-integrity)

## The University of Auckland Student Academic Conduct Statute 2021

The purpose of this Statute is to set out the University's processes for addressing suspected breaches of academic integrity and to ensure they are transparent, fair, and appropriately applied. It applies to ALL staff members and all students at the University. Please ensure that you are familiar with The University of Auckland Student Academic Conduct Statute 2021.

Learn more: [bit.ly/3Q6oSp9](https://bit.ly/3Q6oSp9)

### **IMPORTANT: The use of artificial intelligence text and art generation software**

Artificial intelligence (AI) text and art generation software, such as ChatGPT and DALL.E, have recently become widely available. Teaching staff will indicate if, where and when it is appropriate to use these tools in your assessments. It is your responsibility to ensure that you observe the permitted parameters for their use, and any restrictions on their use, in your assessments.

Please note, the parameters for use, and restrictions on the use of this software, may be different in different courses, and even across the different assessments within a single course e.g., within a course, you may have an assessment where you may be permitted to use this technology, and in another assessment in the same course, you may not be permitted to do so.

It is your responsibility to:

1. Ensure you are aware of the parameters for, and any restrictions on, the use of artificial intelligence generation software in each of your course assessments.
2. Uphold academic integrity: submitting work for assessment that is not your own work is academic misconduct.
3. Be aware of your academic integrity obligations.
4. Be proactive in checking with course staff if you have any questions or concerns or are unsure about using AI generation software in assessments.

Learn more on academic integrity online:

[auckland.ac.nz/academic-integrity](https://auckland.ac.nz/academic-integrity)

Note: This is a fast-moving space. Pay attention to further updates from the University through the course of the semester about the use of AI generation software in assessments.

## Submitting work with academic integrity

It is important that the assessments that you submit demonstrate your mastery of the tasks set and that these have been prepared and submitted with academic integrity. Academic integrity issues, when identified, may be because of deliberate actions or may be because of failure to take reasonable care. Assessments that have issues with academic integrity, whether deliberate, or because of inadvertent and naive behavior, have consequences. It is crucial that you develop skills in academic integrity for the preparation and submission of your coursework.

Common problems with academic integrity in coursework that staff members see, include, but are not limited to, the following:

- Using the work of others without adequate acknowledgement and referencing or plagiarism.
- Copying from another student's work either with or without their knowledge
- Using coursework that has been submitted previously for assessment.
- Submitting work that others have contributed to without acknowledging this.
- Submitting for assessment, material acquired from commercial essay, assignment or research services (e.g., contract cheating).
- Misrepresenting illness, disability or exceptional circumstances and then claiming special circumstances or seeking special consideration.

These actions, in the assessments of students, along with other actions, as outlined in the statute, will lead to the investigation of academic conduct under one of three levels of classification.



## Three levels of classification for breaches of academic integrity

The University has three levels of classification for breaches of academic integrity that occur in the preparation and submission of coursework, tests and research work.

The three levels are:

- Poor Academic Practice (PAP)
- Minor Academic Misconduct
- Major Academic Misconduct

### Poor Academic Practice (PAP)

When an apparent breach of academic integrity requirements is minor, and a student is in the early stages of tertiary study in New Zealand, the incident is likely to be categorised as Poor Academic Practice (PAP). Being confirmed as having a case of PAP has consequences but it is ultimately meant to be a learning experience and provide students with an alert that they need to improve their skills in this area. Repeated poor academic practice will be treated as the more serious academic misconduct.

## Academic Misconduct

When an issue with academic integrity is judged to be more serious, it is classified as academic misconduct. Academic misconduct may be minor or major. Relevant factors for determining whether academic misconduct is minor or major, include, but are not limited to:

- The overall impact on the academic integrity of the assignment
- The likelihood that it is the result of a deliberately dishonest act
- There is a prior record of previous poor academic practice or previous academic misconduct.

Academic misconduct, whether minor or major, will mean an investigation process is undertaken, including students being formally interviewed by staff members, and evidence of the potential misconduct gathered. Academic misconduct outcomes can include grade penalties, and sometimes more serious outcomes. They may be managed within the faculty or, depending on the seriousness of the case, may be forwarded to the University's Discipline Committee. A central University register is kept of Academic Misconduct cases and will be referred to in further cases of academic misconduct.

## What if I have questions before my assignment is submitted?

If you have any questions about Academic Misconduct, please ensure that you get them answered before you submit your assignment. Please contact the Course Coordinator for your course, with any questions, in the first instance. Once your assignment is submitted, there is nothing further that you can do. If a case of PAP or Academic Misconduct is suspected, you will be advised of this, and an investigation process will begin.

## Turnitin

Turnitin is software that is used in courses to check for both the authenticity of your work and if you have referenced correctly.

Learn more about Turnitin for students:  
[auckland.ac.nz/turnitin](https://auckland.ac.nz/turnitin)

## Seeking help from others in your assignments and coursework

The University's Third-Party Assistance in Coursework Guidelines apply to all students and staff members of the University. The purpose is to seek to ensure that students and staff members understand the benefits of, and limitations on, seeking advice from third parties in coursework.

Third parties are people you might ask for help, other than your lecturers or tutors. The University encourages students to seek ways to improve their writing skills but there are clear parameters to this.

You must ensure that any third-party assistance does not endanger the academic integrity and originality of your work. The University views cheating - including 'submitting without acknowledgement, work to which others have contributed' - as a serious academic offence, (see the Student Academic Conduct Statute 2021 as per earlier).

It is your responsibility to ensure:

- That anyone helping you also understands the limits of providing help.
- That the final work submitted is your work and reflects your learning and performance alone.
- That a third party does not become in any way the author of your work or any part of it.
- That others do not write or rewrite any part of your assignment or perform numerical calculations on your behalf.
- That you keep drafts, notes, or other evidence that supports showing that the work you submit is entirely your own.
- You may seek support in your writing on the following (except where you are being assessed on these things and you have been instructed that you must not seek assistance on them):
  - clarity
  - grammar and usage
  - spelling and punctuation
  - some limited formatting
  - referencing

Please carefully read the University's third-party assistance in coursework guidelines for more information on what is permissible in seeking assistance with your work.

Learn more: [auckland.ac.nz/academic-integrity](https://auckland.ac.nz/academic-integrity)





## Discussing assessments with staff members before submission

You can usually see your class facilitators during their office hours with any questions about your assessments. You can also post questions about assessments on Piazza or Ed Discussion (whichever is being used in the course) in most of your courses. Refer to your individual course guidelines on this.

Please ensure that if you are seeking to discuss assessments with your teachers/facilitators or if you are posting a query on Piazza or Ed Discussion, that you allow adequate time before your assessment due date to do so, and for your query to be addressed. Approach your facilitators with specific questions where they can provide you with some useful advice, e.g. "I am unsure about this particular aspect of my assignment" or have specific questions prepared.

If you are seeking assistance on say a Thursday or Friday, when the assignment is due on Monday morning, you are unlikely to get a response in time. Plan your time to get any assistance early. It is an unrealistic expectation to arrive at your facilitators' offices or email them the day before or the day your assessment is due. Please do not leave things until the last minute. Ensure that you have sought assistance from your facilitators well before your assessments are due. Start your assignment early. Start now!

## Feedback on assessments after marking

When marking your assignment, your marker will provide feedback. Some common types of feedback are included in the list below.

- General written feedback to the whole class on the group or individual assignment via course communication channels e.g., Canvas or Piazza or Ed Discussion.
- General verbal feedback, given in class, to the whole the class, on the group or individual assignment.
- Written/typed feedback on or throughout your group or individual assignment.
- Written/typed summative feedback at the end of your group or individual assignment.
- Qualitative feedback in a marking rubric explaining what was done well and what needs improvement in your group or individual assignment.
- Quantitative feedback in a marking rubric as well in the form of marks including your final mark for your group or individual assignment.

The feedback you receive will depend on the type of assessment and this may differ in assessments across, and assessments within, courses. See individual course assessment information for more on this.

## Seeking further feedback

If after carefully reviewing the feedback provided, you still require further feedback on your assignment, then follow your course process for seeking this.

For example, in BUSINESS 111 and 112, this might include first approaching the staff member who marked your assignment in their office hours. Note that in seeking further advice from your marker, you will need to explain where you need further feedback, e.g., you should not simply go to their office hours and hand your marker your assignment and say, “give me some more feedback”. Please also note this is an opportunity to seek further feedback or clarification if needed. This is NOT an opportunity to seek a re-mark or argue your grade.

## General communication guidelines

Your individual courses will clearly outline for you the best ways for you to communicate with course staff and/or your fellow students. Please note there are several official communication channels in your courses that you are expected to check frequently.



Please also note that university staff members will not answer emails or Piazza or Ed Discussion posts from students outside of business hours, including in the evenings or on weekends. It is therefore important that you post any questions on Piazza or Ed Discussion or send any queries you might have that are more appropriate to send via email, through in enough time for your Course Coordinator or teachers/facilitators to answer within business hours. Remember also, that staff members receive many emails every day. Courses will have clear policies on when and how staff will reply to your questions.

Note:

- Before you post questions on Piazza and Ed Discussion (or email your teacher/facilitator or your Course Coordinator if/as appropriate), please check the class Canvas pages, including course announcements, as the answer to your question may be there.
- Please also check Piazza or Ed Discussion by doing a word search as your question may already have been asked by another student and answered there.
- If your question relates to an assessment, please ensure you have read the assessment brief provided carefully before asking or posting a question. Often questions posted in Piazza or Ed Discussion are already addressed in assessment briefs.

## Canvas Announcements

Canvas announcements are an official communication channel for your courses. Your Course Coordinators will send you key updates via Canvas announcements and these often pertain to classes, assessments, due dates and important reminders. It is their expectation that you will read these to keep up to date on key things that are happening in your course, so it is important that you do read these.

## Piazza or Ed Discussion

Piazza and Ed Discussion are communication platforms that are accessible from Canvas in each of your courses and allow students to ask questions in a forum-type format. Students can answer questions for other students when they know the answers (and they often do and are encouraged to do so!). Instructors can also answer questions and are able to moderate the discussion, along with providing, as well as endorsing, accurate answers. As an official communication channel for your courses, your course staff may also post key information there.

Your Stage I courses will use either Piazza or Ed





Discussion as a communication platform. More details will be provided on Canvas as to which platform individual courses will use in 2025.

Piazza or Ed Discussion are the best places to post a question if it pertains to things that are likely to be of interest to other students, and are more general, like clarifying something in the course that you are not sure about (including content), starting a discussion on a course-related topic of interest, and to ask general questions about classes, assessments, course administration and the like.

If you have a question or need to advise course staff about something of a sensitive or more personal nature e.g., illness, disability, enrolment issue, as examples, then please reach out to your Course Coordinator via email or see them in their office hours.

You can manage the settings within Piazza or Ed Discussion to help manage when you receive messages and/or updates.

In most courses, when using Piazza or Ed Discussion, you will be anonymous to your fellow students but visible to instructors. You can also choose for your post to be private, meaning that only your instructors will see your post.

NOTE: No inappropriate comments or content on Piazza or Ed Discussion will be tolerated.

## Email

Your University of Auckland email address (e.g., abcd123@aucklanduni.ac.nz) is used as an official communication channel by the University to contact you. At times, your individual Course Coordinators and/or teachers/facilitators may need to contact you. Please do ensure that you check this frequently.

Please use your official University of Auckland email address for all correspondence with staff. Email from other email accounts (Hotmail, Gmail, etc.) may be returned to you unread. While it is possible for students to set up their University email to forward to another address, it is usually best practice to use your official University email address for all University activities.

Before you send a long or complex message to staff members, ask yourself whether you are using email for an appropriate purpose. Would it be better instead for you to see your facilitators/teachers or the Course Coordinator during their office hours so that you can explain things in person and in more detail? We suggest that you try to identify just one person to contact by email and then allow them a reasonable amount of time to respond to your message before you send another message - say 24 hours (please note, as per above, staff will not answer emails outside of business hours).

Sometimes, however, you may feel that you really need to send the same message to more than one person (e.g., to the Course Coordinator and to your teacher/facilitator). In that case, please send a single email



message to both people. That is, you should put both people's email addresses in the "To:" line and send one single message rather than two completely separate messages. This is so that more than one person does not end up replying to a message that has already been answered by another person.

Make sure that you **clearly identify yourself**. Within your message, always **include your name, student ID number, and details of the course and stream in which you are enrolled**, e.g., BUSINESS 111 Stream 2. And write a meaningful subject line, that clearly explains what your message is about. A clear subject line might be "Business 111: Unexpected illness means I cannot attend class in Week 3, medical certificate is attached".

Learn more about expectations around student email use: [auckland.ac.nz/email](https://auckland.ac.nz/email)

## Staff Office Hours

Office hours are hours that teaching staff members make available to answer student queries and are an opportunity for you to discuss anything that may be better raised in person. These are usually 'drop-in' sessions where appointments are not needed if you 'drop-in' during these specifically set aside time periods. Office hours may be held in person on campus or online. Your course teaching staff will make this clear to you. Several students may be 'dropping in' to see staff members in a particular office hours period, and you will be able to speak with staff members when it is your turn but note you will normally see the staff member in the order in which you arrive. If office hours are being held online, staff members will have a virtual waiting room available.

## Attendance, engagement and class expectations

You can't miss your first year classes and expect to do well. The expectations of your course staff members are that you will be actively engaged in your courses and that you will attend your classes. This will also ensure that you get to interact with staff members, your peers, and that you make the most of your learning experience. Each of your individual courses will provide clear expectations on engagement and attendance.

Your WTR course and BUSINESS Core courses are flipped, active learning experiences, as outlined earlier in this guide. This means that you are preparing for classes before coming and then actively applying your learning in your classes (and in BUSINESS 111 and 112, this is in permanent teams for the semester).

These courses are not lecture-based courses and because of the highly interactive, discussive, workshop-based nature of classes in these courses, they are NOT recorded. Attending your classes each week means that you will get the best experience out of the course and be best positioned to be successful in your learning.

If you do not attend class, engage in, and contribute effectively to team processes, in team-based learning courses, BUSINESS 111 and 112, there are mechanisms to ensure that you will not receive some or all of the marks that are earned by your team in team assessments. The success of team learning depends on all members of a team contributing to the team process. It is only fair that students who are not attending, engaged in, and contributing to their teams do not automatically receive all the team marks in team assessments that were achieved by the rest of the team who were engaged. **If you do not engage with the team in class, and contribute to team assessments, then you may be awarded a reduced mark down to and including zero for team assessments.** Attendance, engagement, and contribution is expected, recorded and tracked in these courses.

Teaching staff members in your courses will set expectations for classes at the beginning of the semester. In many classes this will include the expectation that you have completed your workshop preparation and that you are prepared for class. In the active learning environments within many of your first-year courses, it is also important that students feel welcome, and included, and are encouraged to safely participate and share in class discussions and team processes.

If you have any concerns or are worried at any time in class, please do approach your class teachers, and/or your Course Coordinator. Please learn more about Personal Support at the University of Auckland: [auckland.ac.nz/student-support](https://auckland.ac.nz/student-support)



## WTRBUS 100 and Core courses extension and penalty policy

This policy applies to the following courses: WTRBUS 100, BUSINESS 111, BUSINESS 112, BUSINESS 114, BUSINESS 115, INFOSYS 110, BUSINESS 202, BUSINESS 350, and BUSINESS 351.

**Note:** For STATS 100/108, please contact the Course Coordinator.

For your other non-Core courses in your majors in your Bachelor of Commerce or Bachelor of Property, please contact the relevant Course Coordinator.

## Missing tests or exams due to exceptional circumstances

If you miss the final exam or a test (other than your Weekly MCQ quizzes) in a Core course due to exceptional circumstances beyond your control, or you feel that exceptional circumstances have affected your preparation for your final exam or a test (other than your Weekly MCQ quizzes), you can submit an application for aegrotat or compassionate consideration. Please note this is managed centrally by the University and not by individual courses.

Learn more about the University's aegrotat or compassionate consideration policy: [bit.ly/4hpvuel](https://bit.ly/4hpvuel)

**Note:** The University's centrally managed aegrotat and compassionate consideration process applies to tests and exams only. Please also ensure that you are aware of time frames for submission of aegrotats and that

you submit any aegrotat applications within these time frames.

If your ability to complete coursework is affected by exceptional circumstances, please contact the Course Coordinator for the individual course as soon as possible before the due date. More information can be found in the section: 'Seeking coursework extensions'.

## Weekly MCQ Quizzes

Please see instructions within individual Core courses for missing weekly MCQ quizzes.

**Note:** Only some courses allow students multiple attempts to take Weekly MCQ quizzes. And some courses do NOT allow students to re-take or re-attempt weekly MCQ quizzes after the closing date. Please refer to the instructions in individual courses.

## Assignments

One of the important skills that you will need to develop in your first year of studies is time management, and in particular, time management in relation to assignments.

Each of your Core courses provides clear due dates and times for each of your assignments and you are expected to manage your time to ensure that you meet your assignment deadlines.



# Hear from our students



## Lily-Kate Umaga

*“Commerce was never my strong suit, but I wanted to pursue it – and I knew I needed the help. The tutors, staff and fellow students are why I participated [in the Tuākana programme] so often. I’m grateful that the tutors had been through what we first-year students were going through; the only way I could describe it is that it lifted a weight off my shoulders. Also, the assistance they provide is so very valuable - it’s basically free help, I’d make the most of it!”*

## Sam Foster

*“I like to think of Tuākana as a kauri tree. The roots form the foundation of this tree, and provide nutrients and essential minerals to allow the kauri to grow. As a mentor, we develop and maintain relationships with our tauira and fellow Tuākana. The branches of this tree represent the broader academic support to our students.*

*We also provide other forms of assistance (social, cultural, financial) so that our tauira can feel supported along their wananga journey.*

*“I am also on my journey into te Ao Māori, and getting the opportunity to learn from our tauira and their experiences has definitely been awesome.”*





## Seeking coursework extensions

Sometimes, things may happen outside your control, and you might experience exceptional circumstances, e.g., being unwell, having an accident, or experiencing a bereavement.

In such cases, please follow the process outlined in your course for seeking an extension. Depending on the course, this might involve filling out an online form or it might involve directly contacting your Course Coordinator via email. How to apply for an extension will be clearly indicated in each course.

You should include information about the unexpected circumstances and why you need an extension, noting that poor time management or having multiple assignments due at a busy time in the semester are not generally acceptable excuses.

You should attach evidence to support this if you have any. For example:

- For *illness*, you may already have a medical certificate if you have been to see a Doctor.
- For *other unexpected circumstances*, you may already have some easy-to-provide form of evidence, or there may be evidence that it would be reasonable and easy for you to obtain.
- It may also be easy for you to provide evidence of any work that you have already done on your assignment, or you may be asked for evidence of this, e.g., a copy of your draft work to date, or your plan for completion of the assessment, which in many cases would be reasonable for a Course Director to expect when assignment due dates are signalled well in advance and when many assignments are designed to take some time and work to complete.

Note that any evidence you attach should only be that which you may be reasonably expected to be able to provide. If your explanation regarding the unexpected circumstances is clear, and if obtaining further evidence at this point might take you additional time or cost you additional expenses, then please just explain why obtaining further evidence would be complicated for you.

The extension processes in your courses are not mechanisms for managing academic workload (e.g., many assignments due at the same time). Please note it is important that you adhere to coursework due dates wherever possible to receive adequate and timely feedback to support your learning. Falling behind in assignments, especially where there is a sequence of assignments can be problematic for your progress in a course. Please also ensure that you take advantage of all additional/ optional support services and resources

(where available). If you have concerns about managing your workload, please contact your Course Coordinator as soon as possible.

## Late submission of your assignment with penalties

The University expects you to prioritise your university study and to plan your other life commitments accordingly. If you miss the due date and time for submitting your assignment because of circumstances that could be reasonably considered to be within your control e.g., home internet connection is down or slow, poor time management, personal work or travel or sporting commitments (except representing New Zealand at the highest level at an international sporting competition), it is possible to hand in your assignment but this **MUST** be within 72 hours of the due date and time **AND** late submission of your assignment **WILL** incur a penalty.

The following penalties will apply in Core courses if you submit your assignment late:

- If you submit your assignment up to 24 hours after the due date and time, you will receive a 20% penalty on your assignment.
- If you submit your assignment between 24 and 48 hours after the due date and time, you will receive a 30% penalty on your assignment.
- If you submit your assignment between 48 and 72 hours after the due date and time, you will receive a 40% penalty on your assignment.
- If you **HAVE NOT** submitted your assignment more than 72 hours after its due date and time, it will **NOT** be possible to hand your assignment in for marking and you will receive a mark of ZERO for your assignment.

**Note:** In addition to an official due date and time, some courses might allow an additional extension for the whole class, beyond the due date and time, in unexpected or unforeseen circumstances. Please refer to individual course instructions regarding late assignments and penalties in this instance.

Some Core courses might have staggered submission dates for assignments. This will be clearly indicated to you in these courses. In the case of an assignment that has staggered submission dates, late submission and penalties might **NOT** apply. Please refer to individual course instructions in this instance.



Please also note, penalties on your key assessments because of lateness, may have a significant follow-on impact on your overall course grade, and late submission may put further pressure on time available to complete other assessments across your courses.

Finally, if you have any questions about assessments in particular Core courses, please address these to the Course Coordinator for the relevant course.

## Student representation

Class Representatives are elected by students in each course to represent their cohorts, including in the Staff Student Consultative Committee process. We encourage students to act in this capacity. In courses like our large first-year Core courses, a class rep is usually elected for every stream and will attend the Core Staff Student Consultative Committee (SSCC), twice a semester, on behalf of their cohort of students.

## Core Staff Student Consultative Committee (Core SSCC)

Each Business School Department runs a Staff Student Consultative Committee (SSCC) for courses in that discipline. A SSCC meeting is run for Core courses as well twice a semester. The main aims of the Core SSCC are to facilitate greater communication between staff and students, to identify aspects that are going well in courses, and to address areas of concern to students, and to enhance the student learning experience. Usually, student representatives will reach out to their class or stream for feedback to take to the meeting. If you are not sure who your class rep is, please reach out to your Course Coordinator for more information.



# People

## Within the Business School

There are a number of opportunities for you to connect with people in the Business School in your first year and at other stages of your undergraduate study. Course leaders, your lecturers, tutors, and fellow students will all contribute to your learning journey. Additionally, there are also several groups who can support you as you progress through your studies.

### The Learning Support page

A wider range of learning support resources and services are available to help you to succeed in your studies. Information on each of these is available via the Learning Support page: [bit.ly/4ho5yix](https://bit.ly/4ho5yix)

These resources and services include, but are not limited to:

- Academic Skills
- The Learning Hub
- Diagnostic English Language Assessment (DELNA)
- Peer-Assisted Study Sessions (PASS)
- Tuākana Programme

- Chinese Speaking Club
- Learning Leaders
- Career Support

It is important that you access the Learning Support page very early in your first semester.

### The Academic Skills Team

The Academic Skills Team offers both online and face-to-face support, in reading, writing, speaking and study skills. Learning Leaders provide one-to-one support and study sessions during the week. Additionally, the academic skills team facilitates weekly customised workshops to support first year students.

Learn more: [bit.ly/4hNq78F](https://bit.ly/4hNq78F)

### The Learning Hub

The Learning Hub is a portal designed to provide you with access to a wide range of resources to support your learning. This includes:

- Academic skills targeted to your needs for first year University of Auckland Business School courses





- Specialist staff to give you personalised support
- Links to all the face-to-face activities available to you

It is highly recommended that you access the Learning Hub resources early in your first semester. Learn more: [learninghub.ac.nz](https://learninghub.ac.nz)

## Learning Leaders

Learning Leaders are a group of second and third-year Business students who peer mentor, guide and support first-year students. This can also include being a point of contact for first-year students and/ or they might serve in various support roles aimed at sharing successful learning and study strategies and/ or offer one-to-one assistance in the Learning Hub drop-in booth.

Learn more: [bit.ly/3WPzGvY](https://bit.ly/3WPzGvY)

## DELNA

**DELNA** is a free check of your academic English language skills. It is important that students complete this language check as soon as possible so that support can be provided early to those who need this.

Learn more: [auckland.ac.nz/delna](https://auckland.ac.nz/delna)

## Peer-Assisted Study Sessions (PASS)

Peer-Assisted Study Sessions (PASS) is an exciting and voluntary academic support programme that helps students to succeed in their studies. PASS Leaders who facilitate each PASS session are senior students who have already passed their first year courses.

PASS can be thought of as a student-directed “super group learning” or as “guaranteed study time”. Each PASS session will have a plan that incorporates the ideas of the PASS team, the PASS facilitators, and the students’ concerns and requests.

Each PASS session has small group learning where you build your knowledge with other students through games, study techniques, and creating practical take-home resources and skills. Research has shown that each hour of PASS study group attendance is equivalent to three hours of self-study. So, PASS is about working smart! We encourage you to attend every week at the same time and on the same day so you can build relationships with other students.

In 2025 PASS will support students taking WTRBUS 100 and BUSINESS 111 courses.

Learn more: [bit.ly/3CDBcKG](https://bit.ly/3CDBcKG)

## The Tuākana programme

The Tuākana programme champions Māori and Pacific academic undergraduate success at the University of Auckland. Our team, at the Business School, is comprised of high-achieving Māori and Pacific tutors who have already finished their first year of undergraduate studies and are completing undergraduate and/or postgraduate degrees. The Tuākana programme offers weekly workshops for both content-recap, and academic-upskilling. Learn more: [auckland.ac.nz/business-tuakana](https://auckland.ac.nz/business-tuakana)

## Chinese Speaking Club

Chinese Speaking Club is a voluntary academic support programme that aims to provide academic support services to students who can speak Chinese. This club was established in 2013 by Herbert Sima, an academic staff member at the Business School with a passion for supporting students. The club has helped thousands of students to build up their social network, share their challenges, and learn and develop their learning strategies. Learn more: [bit.ly/4OG8UHa](https://bit.ly/4OG8UHa)

## Career Leaders

Career Leaders are a club working with the University of Auckland Business School Careers Centre. Career Leaders help students develop career and employability skills alongside mentoring and providing career advice.

## Business School Careers Centre

The Careers Centre supports Business School students on their career journey. Their aim is to help you discover interesting, challenging, and enjoyable careers. We recommend you visit in your first year to start building your career foundation early. Take advantage of their free services, including one-on-one appointments, employability workshops, employer events and their Passport to Business programme for first year students. They offer support with career choices and decision making, job search strategies, CV, cover letter, and LinkedIn checks, and interview preparation.

You can contact the centre by emailing [bizcareers@auckland.ac.nz](mailto:bizcareers@auckland.ac.nz) and visit their website at [auckland.ac.nz/business-careers](https://auckland.ac.nz/business-careers).

You can also visit the University’s Career Development and Employability Services for further career support opportunities. Learn more: [auckland.ac.nz/cdes](https://auckland.ac.nz/cdes)

## Business School Student Support

The Business School Student Support team offers you pastoral and personal support during your studies.



They understand that your university journey involves more than just academics and are here to guide you through any challenges you may face. Their goal is to create a supportive environment where you feel valued and understood. They provide compassionate and confidential support to help you navigate personal challenges, academic pressures, or any unexpected difficulties.

When things don't go as planned, the student support team will advise you on how to get back on track. They can assist you in identifying the right resources and services, both within the university and externally, to address your specific needs. Whether you need mental health support, academic advice, or help with financial issues, they can connect you to the appropriate services. Remember, you don't have to face challenges alone – the support team is here to help you every step of the way.

You can contact us confidentially by emailing [bizstudentsupport@auckland.ac.nz](mailto:bizstudentsupport@auckland.ac.nz)

### Business School Clubs and Societies

Joining student organizations and extracurriculars is a fun way to boost your social networks and employability

Learn more: [auckland.ac.nz/business-clubs](https://auckland.ac.nz/business-clubs)

## Outside the Business School - in the wider University

### Student Hubs

Staff at the Student Hubs provide students with advice on studies and life at the University.

This includes:

- Exploring your study options with the University, including career pathways and postgraduate level possibilities.
- Understanding and navigating entry into the University, including support with your application, admission, and enrolment.
- Course selection, enrolment, degree planning and structuring your studies.
- Help and advice with fees, transcripts, and visa enquiries.
- Understanding and navigating University life.
- Library services and student IT support.
- University support options, including connection to wellbeing, disability, and engagement services.

Learn more: [auckland.ac.nz/student-hubs](https://auckland.ac.nz/student-hubs)



## Information for new students

This links to key information that you need to know about being a new student including life on campus, and how we can support you.

[auckland.ac.nz/new-students](https://auckland.ac.nz/new-students)

## UoA Alert

UoA Alert is the official emergency and safety app of the University of Auckland. The app will send you important safety alerts and provide instant access to campus safety resources, information and other useful links. Download the app: [bit.ly/uoa-alert](https://bit.ly/uoa-alert)

## Te Papa Manaaki | Campus Care

A safe, confidential and free service that supports the health, wellbeing and safety of everyone at University. The Campus Care team can help with the following:

- Mental health concerns and issues
- Family violence and other safety issues
- Anxiety and distress issues impacting study
- Financial issues and stress
- Stress related to caring responsibilities
- Bullying, harassment & discrimination
- Sexual harm including sexual harassment and assault

Learn more: [auckland.ac.nz/student-support](https://auckland.ac.nz/student-support)





# Place

## Sir Owen G Glenn Building Facilities, IT Facilities and other spaces and resources

There are numerous opportunities for connecting, networking, and taking advantage of opportunities for new experiences, while also further building your skill set while studying. There are opportunities both in the Business School and in the wider University.

### Facilities

- Building access
- Car parking
- BNZ Financial Trading Room
- Te Ahi Hangarau Technology Hub
- Study spaces
- Business School Careers Centre

Learn more online:

[auckland.ac.nz/business-facilities](https://auckland.ac.nz/business-facilities)

## Getting started as a new student

- Campus Card (Student ID Card)
- Support on campus
- Enrolment support

Learn more online:

[auckland.ac.nz/new-students](https://auckland.ac.nz/new-students)

## Student IT Hub

- Student Services Online (SSO)
- Canvas
- University email
- IT Essentials
- IT Help page
- Printing

Learn more online:

[auckland.ac.nz/student-it-hub](https://auckland.ac.nz/student-it-hub)



We hope this handbook has been useful to you. We encourage you to take advantage of the academic support and resources available to you in your first year, as well as exploring the many extra-curricular possibilities and opportunities in the Business School and wider University ecosystems.

We wish you an enjoyable, engaging, interactive, productive, and successful first year of study with us at the University of Auckland Business School!

Ngā mihi mō ngā tau kei mua i te aroaro.

Good luck for the future.