



BUSINESS SCHOOL
Te Kura Pakihi

MART 333 Creative Marketing Communication

COURSE OUTLINE

Semester Two, 2019

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The University of Otago's Graduate Profile

All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. This paper will focus on the *italicized* items.

Graduate attributes

All University of Otago graduates will possess a deep, coherent and extensive knowledge of at least one discipline, coupled with knowledge of the fundamental contribution of research to that discipline. In addition, all Otago graduates will possess, to varying degrees, the following sets of attributes:

These attributes involve substantial affective elements:

Global perspective

Appreciation of global perspectives in the chosen discipline(s) and the nature of global citizenship

Interdisciplinary perspective

Commitment to intellectual openness and curiosity, and the awareness of the limits of current knowledge and of the links amongst disciplines

Lifelong learning

Commitment to the on-going acquisition of new knowledge and new skills, and an ability to apply these to an ever-changing environment

Scholarship

Commitment to the fundamental importance of the acquisition and development of knowledge and understanding

These attributes include those most often sought by employers:

Communication

Ability to communicate information, arguments and analyses effectively, both orally and in writing

Critical thinking

Ability to analyse issues logically, to challenge conventional assumptions, to consider different options and viewpoints, make informed decisions and act with flexibility, adaptability and creativity

Cultural understanding

Knowledge and appreciation of biculturalism within the framework of the Treaty of Waitangi; knowledge and appreciation of multiculturalism; and an ability to apply such knowledge in a culturally appropriate manner.

Ethics

Knowledge of ethics and ethical standards and an ability to apply these with a sense of responsibility within the workplace and community

Environmental literacy

Basic understanding of the principles that govern natural systems, the effects of human activity on these systems, and the cultures and economies that interact with those systems

Information literacy

Ability to apply specific skills in acquiring, organising, analysing, evaluating and presenting information, in particular recognising the increasing prominence of digital-based activity

Research

Ability to conduct research by recognising when information is needed, and locating, retrieving, evaluating and using it effectively

Self-motivation

Capacity for self-directed activity and the ability to work independently

Teamwork

Ability to work effectively as both a team leader and a team member

Paper Description and Aims

The course focuses on creativity in the context of business communication. It includes future-oriented themes in aesthetics, effectiveness and efficiency of creative communication in mobile and multi-media contexts and the design of digital and physical experience spaces. It develops critical and evaluative skills in cutting-edge live industry projects.

Semester Two

0.15 EFTS

18 points

Prerequisites: 54 points from any discipline at 200-level.

Learning Outcomes

Upon successful completion of this paper, you should be able to

- Be able to strategically initiate multi-media expressions in advertising.
- Be able to produce a flow of ideas for market interventions that change behaviour.
- Be able to conceptualise purposive ideas with an aesthetic sensibility.
- Be able to engage advertising as a driver for strategic innovation.
- Be able to activate advertising in the wider field of cultural production.
- Have developed a habit of curiosity in the past, present and future of advertising for:
 - creative thinking
 - critical thinking
 - reflective thinking.
- Be able to productively apply academic theory to advertising planning and creativity.
- Be capable to ideate at speed in online collaboration.
- Be familiar with advertising as an industry and as a cultural praxis.
- Have produced a portfolio of advertising interventions that defines their singular vocational identity as proof of a critical creativity.

Teaching Staff

Paper Coordinator

Name: Dr. Roel Wijland
Office: Room 424
Email: roel.wijland@otago.ac.nz
Office Hours: Tuesday 10-12

You should contact the coordinator with any administrative enquiries about the paper, e.g. tutorial changes, or requests for late submission of assignments.

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

Course Delivery

Lecture Day/Time: **Monday 13:00 – 13:50 and Wednesday 13:00 – 13:50**

Room: **QUADRANGLE THEATRE 4**

Tutorials: **interactive online**

Every week students must attend **two 50 minute lectures**. The lectures present the key conceptual material through discussion and interaction between teaching staff and students. Lectures are supported by weekly readings.

The Brandbach (www.brandbach.com) is the virtual home and external digital platform of MART 333. It is located on a fictional beach near the School of Business, students aim to make fresh concepts based on briefings in the lectures and produce creative work, followed by interactive, collaborative sessions with their fellow students. You'll be given access to enter the inside of the Brandbach (<http://hedc.otago.ac.nz/mart333/>) at the beginning of the course. Note that the online environment (that replaces traditional tutorials) will require students to make *individual* digital portfolios throughout the course. The majority of the assignments will also be individual. The flexibility of the digital portfolios means that you may occasionally work in different cooperative configurations with your fellow students.

The preliminary course calendar in this outline details semester dates and the initial lecture topics and related scheduling information. Note that this calendar will be confirmed at the start of the 2014 course and may be adapted as business and creative opportunities arise. Also note that the information offered in the Brandbach is neither intended as a replacement, nor sufficient for your engagement in the lecture theatre. Lecture sessions present the supportive and inspirational material to help you understand the theory and apply it in your weekly projects. Your study and readings are supported by lectures.

In class and online, as a combination of hybrid education, inspiration and collaboration is complementary and the live and digital guidelines for your work are unique in their own environments. Productive and creative work for MART 333 starts in the first week of the course and contributes to your own portfolio and the reflective process as a group. As such late entries for the course beyond the departmental due dates **will not be accepted**.

Course Calendar The course calendar (in this outline) details scheduling information. Note that this calendar may change as the course proceeds. Any changes will be announced at lectures and be detailed on Blackboard.

Students are expected to prepare for and attend all classes to gain full benefit from the course

Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are examinable.

Expectations and Workload

In order for you to successfully complete this 300 level course, there are a number of things that you are expected to do as a University student because much learning at this level is 'self-directed'. The University guidelines suggest *students can expect to spend about two hours working per week, per three points, for single semester paper*, in other words this means about 10 hours in the MART 333 digital environment outside of class time **each week**.

The Brandbach is a space for thinking and doing. Make sure you are aware that its rhythm may not be similar to other courses. Every week will have different requirements, but students who aim to be successful in the paper would have to accommodate the following indicative workload in their weekly schedule:

individual creation 6 hours

peer critique 1 hour

collaboration (online and LIVE in teams) 2 hours

miscellaneous: reading, preparation etc. 1 hour

You are expected to do work outside the scheduled contact hours including reading, working on creation and critiques in your portfolio. You should take personal responsibility to ensure you complete all necessary preparation and the required assignments. This includes making a commitment and being an active group member and reviewer. You are expected to submit your creative work and reviews regularly and on time.

You can expect staff involved in this paper to provide a supportive learning environment, appropriate resources, useful (and timely) feedback, and to be responsive to questions.

The Brandbach

The course **only** uses Blackboard as a password protected portal that provides you with a hyperlink to MART 333's custom made online Brandbach digital workspace. Blackboard itself is not used. Course materials that complement the lectures will be available in the digital bach. It is important that you work in the Brandbach regularly in order for you to keep up with the development process and are aware of the work of all your fellow students. All projects posted by students are on display, all production within the creative community is transparent.

The traffic management of the platform will automatically generate the due dates for your weekly creative contributions and critiques. In order to effectively and timely provide you with feedback, the deadlines for creative work are fixed and the laboratory technically does not accept submissions after deadlines.

Projects that are developed in the brandbach will often have an experiential component that will require students to perform research in the real world, cooperate with companies in the national and international business context or stage creative work in the local community. As such both live expressive fieldwork and online cooperation are an integral part of the course.

The Brandbach is conceptualised as a creative online+ offline Scarfie experience in the distinctive location of Dunedin. Students are advised that the digital platform and the lectures complement each other, and contain additional theory, ideas, concepts, NOT the same repeated information in another form.

Theme Weeks

The details of the weekly themes will be confirmed *at the beginning of the course*. Given the rapidly changing nature of creative marketing communication in experiential, mobile and emotional contexts, every MART 333 course has updated annual content. The weekly projects are always related to ideation in the context of advertising planning and creativity, and are always embedded in actual living business. Projects may be related to off-line and online, mobile and social media concepts and may be related to real life challenges. The online Brandbach platform enables changing student configurations, and depending on the character of the tasks, may be briefed for individuals or teams. Projects may be of a collaborative and / or competitive nature.

Lectures

As noted in the schedule, each set of two sessions is organised around a weekly theme in the main texts and books, in the contexts of creative marketing communication projects. Lectures provide both theoretical frameworks *and the briefings for the weekly online assignments*. Since these are often scheduled in collaboration within ongoing brand and communication developments of actual companies, theme weeks will be connected during semester .

The Brandbach Process

Work in the Brandbach begins in the first week of the course. This course has no traditional tutorials, but instead includes an extensive interactive virtual platform. In this tailor-made MART 333 internal web space, students will produce a weekly creative marketing communication assignment in their own digital portfolio. Every following week, they will write a short online critique for work produced by one of their fellow students. Students will be randomly assigned to review each other's work on a weekly basis.

This course emulates the speed of production and critique, both of consumers who are exposed to marketing communications, and of managers who brief and judge expressions. The course has weekly assignments in a continuous portfolio, rather than a few set dates for work to be submitted. As a learning community, they have access to every portfolio that is produced and are encouraged to inspire each other.

Course Learning Resources

This course is grounded in a rapidly changing landscape of creative industry innovations and requires a substantive amount of reading. *The text books are required reading and their content form the basis of the examinable literature*. It is recommended to order these well before the course starts, and for students to have familiarised themselves before the sessions with the type of content. Texts are based on the developments at the cutting edge of theory and practice, the aim being to keep the creative experience as future-oriented as possible. The indicated NZ\$ prices are offered as a

reference are based on www.bookdepository.com and include delivery. In 2019, the three main text books are:

Main context book for behavioural change constructs: week 4-8:

Ferrier, Adam (2014) *The Advertising Effect* Oxford University Press, Melbourne (\$38.90)

Main context book for the second half of the semester: week 10-12:

Legorburu, Gaston & McColl, Darren (2014) *Storyscaping*. John Wiley & Sons, New Jersey (\$32.60)

Excerpts of online library books, journal articles and / or hyperlinks to open sourced online references will be posted in the online Brandbach to accompany each theme. The texts are an important part of the course and are vital for weekly assignments, critical responses and for the preparation of exams. Students are strongly recommended to adopt an integrated approach to the execution of projects and the related theory.

Student Webmail

IMPORTANT - DO THIS NOW:

Forward your University email address to an email address that you use regularly as follows:

1. [Log into your StudentMail account](#) using your student username and password
2. Click **Cog button (top right corner) > Options**
3. Under **Account**, select the **Forward your email** shortcut under the **Short Cuts** menu on the right side of the screen.
4. Under the Forwarding heading, type in the email address you want your email to be forwarded to. You can also choose to have a copy of these emails kept on your StudentMail account, so please check the box if you would like this.
5. Click the **Start forwarding** button.

Assessment

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Original work made by students for their online portfolio :

Students will produce a short creative expression once every week for each of the 12 themes of the course. Project assignments may be industry related and will be available every week on the course website and explained in the lecture. They will upload this media-independent work to their portfolio no later than **Monday 10.00 am** of the following week, accompanied by a (minimum) **150 word** explanation. Students will maintain their portfolio throughout the duration of the course. You are allowed to miss one assignment in the cycle of weekly themes. For every assignment of the 11 remaining ones you miss, 5% of your overall mark for original work will be deducted.

Peer critiques written by students for fellow students:

It is important for School of Business students to practice their capability to critique aesthetic advertising projects. Students will each be randomly assigned to review and critique work of a fellow student every week. They will constructively respond to peer projects in a (minimum) **150 word** reaction, by **Thursday 10:00 pm** in the same week.

Assessment:

Students will receive a total of four marks for their original work and critiques, in the course sections before and after the semester break. The last creative project will be briefed in week 12. The final opportunity to critique will also be in week 12, based a peer project in week 11. The weighting of the assessment of the internal work will be as follows:

original work in week 1-6 :	15%
critiques in week 1-6:	10%
original work in week 7-12:	20%
critiques in week 7-11:	15%

The criteria for the assessment are suitably phrased in the context of an advertising course, and contain dimensions for execution, theory, creativity, sustained performance and exemplary delivery. Further details will be provided in class.

Exam: 40%

Students will write short essays that will require a creative and expressive solution to a marketing communication challenge and/or an analysis of a particular theoretical concept presented in the course. Each of the questions will relate to themes and cases from the course. Students will receive a detailed overview of the structure of the exam questions in the last week of the course. The written exam is closed book and will be three hours long.

All material presented is examinable (except where stated otherwise) by assignments and the final examination. All-important assessment information such as due dates and times, content, guidelines

and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Topics	Creative Projects	Peer Critiques	Final Exam	Total
Creative Projects before and after the semester break	35%			
Peer Critiques before and after the semester break		25%		
Final Exam			40%	
Total				100%

The grading scheme used at Otago is:

A+	90-100	C+	60-64
A	85-89	C	55-59
A-	80-84	C-	50-54
B+	75-79	D	40-49
B	70-74	E	<40
B-	65-69		

Assessment Format

Internal Assessment Creative Projects

LOVE (attention to form and detail, aesthetics and communication)
 WISDOM (application of theory, logic, smartness)
 MAGIC (creativity, freshness, WOW-factor, stupidity)
 GRIT (max your potential, pushing & closing ideas)
 CONTINUITY (completeness of creative portfolio)
 LEADERSHIP (platform presence, contribution to culture)

Internal Assessment Critiques

LOVE (attention to form and detail, aesthetics and communication)
 WISDOM (application of theory, logic, smartness)
 MAGIC (collegial inspiration, freshness, feed-forward, stupidity)
 GRIT (street cred, empathy and immediacy, reality check)
 CONTINUITY (completeness of portfolio of critiques)
 LEADERSHIP (platform presence, contribution to culture)

Late Assignments

Please refer to the policy at the back of this course outline.

Referencing Style and Style Guide

Style guides are also available on the University Library website:
<http://www.otago.ac.nz/library/quicklinks/citation/index.html>

Maori Language Policy

The University of Otago has a Māori Language Policy which promotes the use of te reo Māori by staff and students. For more detail about this policy and its procedures, go to:
<http://www.otago.ac.nz/administration/policies/otago0003239>

Commerce students who intend to present an assessment or examination in te reo Māori must write to (Manager of Student Administration, Academic Services: student.admin@otago.ac.nz), who will then inform the Head of Department (HoD). This must be done at the beginning of the paper (within the first three weeks of the semester) to allow sufficient time for suitable arrangements to be made for marking, including translation and external assessment (if necessary).

Quality Assurance

At the Otago Business School we monitor the quality of student learning and your learning experience. Your assessed work may be used for assurance of learning processes, such as evaluating the level of achievement of learning outcomes, with the aim of improving the quality of our programmes. All material used for quality assurance purposes will be treated as confidential and the outcome will not affect your grades.

Learning Outcomes

Learning Outcome	Creative Projects	Peer Critiques	Final Exam
Be able to strategically initiate multi-media expressions.	✓		✓
Be able to produce a flow of ideas and market interventions for purposive behavioural change.	✓		✓
Be able to conceptualise purposive ideas with an aesthetic sensibility.	✓		✓
Be able to develop digital and mobile engagement planning as a driver for business innovation.	✓	✓	
Be able to design physical and digital experience spaces in the wider field of cultural production.	✓	✓	
Have developed a habit of curiosity in the past, present and future of: <ul style="list-style-type: none"> ○ creative thinking ○ critical thinking ○ reflective thinking. 		✓	✓
Be able to productively apply academic theory at the cutting edge of praxis in creative industry.	✓	✓	✓
Be capable to ideate at speed in transparent online collaborations as a digitally capable native.	✓	✓	
Produce a portfolio of interventions that defines their singular vocational identity as proof of a critical creativity.	✓	✓	

Academic Integrity

Students should ensure that all submitted work is their own. Plagiarism is a form of academic misconduct (cheating). It is defined as copying or paraphrasing another's work and presenting it as one's own. Any student found responsible for academic misconduct in any piece of work submitted for assessment shall be subject to the University's dishonest practice regulations, which may result in serious penalties, including forfeiture of marks for the piece of work submitted, a zero grade for the paper, or in extreme cases, exclusion from the University. The University of Otago reserves the right to use plagiarism detection tools.

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek

advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

Further information about the Academic Integrity Policy, the Student Academic Misconduct Procedures and the Academic Integrity can be found through the links below. The Academic Integrity website in particular has a number of useful links and suggestions as to where students can get help with referencing issues.

<http://www.otago.ac.nz/administration/policies/otago116838.html>

<http://www.otago.ac.nz/administration/policies/otago116850.html>

Course Calendar

Weekly Project		Week Commencing	Topic	Weekly Project	Reading
1	2019 contextual insights	8 July	Shadow World	1	See below
2		15 July	Techno Maladies	2	See below
3		22 July	Breaking the Ordinary	3	See below
4	behavioural change & creative idea making	29 July	Behavioural Change	4	See below
5		5 Aug	Action Spurs I	5	See below
6		12 Aug	Motivation Spurs I	6	See below
7		19 Aug	Motivation Spurs II	7	See below
	Semester Break 27 -31 August				
8		2 Sept	Ease Action Spurs	8	See below
9	storyscaping & strategic experience design	9 Sept	Generating Strategies and Ideas	9	ACB Chapter 6, see below
10		16 Sept	Storyscaping Models	10	See below
11		23 Sept	Strategic Components	11	See below
12		30 Sept	Organising Ideas and Experience Design	12	See below
13		7 Oct	Exam preparation	-	See below

Preliminary schedule for readings, *subject to change* depending on the rhythm of weekly projects:

week 1 context for 2019 idea behaviour provided in class

week 2 context for 2019 idea behaviour provided in class

week 3 context for 2019 idea behaviour provided in class

Ferrier, Adam (2014) *The Advertising Effect* Oxford University Press, Melbourne

week 4 Chapter 1-3 / Behavioural Change

week 5 Chapter 4 / Action Spurs

week 6 Chapter 5 - 8 / Motivation Spurs I : Reframing, Evocation, Collectivism and Ownership

week 7 Chapter 9 - 11 / Motivations Spurs II : Play, Utility and Modelling

week 8 Chapter 12 - 14 / Ease Action Spurs : Skill Up, Elimination Complexity and Commitment

week 9 Chapter 6 / *The Advertising Concept Book* Chapter 6 Generating Strategies and Ideas (pdf)

Legorburu, Gaston & McColl, Darren (2014) *Storyscaping*. John Wiley & Sons, New Jersey

week 10 Chapter 1-4 / Storyscaping Models

week 11 Chapter 5-8 / Strategic Components

week 12 Chapter 9-10 / Organising ideas and Experience Design

week 13 Review and exam preparation

*** First week of Semester 2 is ACADEMIC WEEK 28**

Lectures end Friday 11 Oct

University Exam Period Second Semester Begins Wednesday 16 Oct

Ends Saturday 9 November

Student Learning Support and Information

Student Charter

<http://www.otago.ac.nz/about/otago0005275.html>

Guidelines for Learning at Otago

<http://hedc.otago.ac.nz/hedc/wp-content/uploads/2012/12/Guidelines-for-Learning.pdf>

<http://hedc.otago.ac.nz/hedc/learning/>

Student Learning Centre

The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:

- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, "Guidelines for Writing and Editing" and "Writing University Assignments" and these are available on the SLC website.

<http://slc.otago.ac.nz/>

Library Support

The Library website <http://www.otago.ac.nz/library> provides access to resources and services, including group room bookings, library hours and locations, past exam papers, subject guides, article databases and more.

If you need assistance either check out the self-help guides <http://otago.libguides.com/selfhelp>, or ask Library staff at the ground floor service desks, or email ask.library@otago.ac.nz

Māori Student Support

Kaiārahi Māori

Contact Rachel Sizemore

Email: kaiarahi.obs@otago.ac.nz

Their role is to help link Māori students with the various support networks throughout the university and the community.

Pacific Islands' Student Academic Advisor

Warm Pacific Greetings

Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students' and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.

Email: esmay.eteuati@otago.ac.nz

Tel: 479 4756

Marketing Department support person for Maori/Pacific Island students is Kirsten Robertson.

Contact Kirsten at the following:

Email: kirsten.robertson@otago.ac.nz

Tel: 479 8451

Equity Advisor

Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:

Mathew Parackal

Email: mathew.parackal@otago.ac.nz

Tel: 479 7696

Student Feedback

We encourage your feedback. This can be in the form of contacting staff, participating in course evaluation surveys and communicating with class representatives. Continual improvements will be made to this course based in part on student feedback.

Class Representatives

The class (or student) representative system is an avenue for encouraging communication and consultation between staff and students. It provides you with a vehicle for communicating your views on the teaching and delivery of the paper and provides staff with an opportunity to communicate information and gain constructive feedback from students. It contributes to the development of a sense of community within a department and it adds a further dimension to the range of support services offered to students.

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class

representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

Your class representative's name and contact details will be posted on Blackboard early in the semester.

Concerns about the Course

We hope you will feel comfortable coming to talk to us if you have a concern about the course. The Course Co-ordinator will be happy to discuss any concerns you may have. Alternatively, you can report your concerns to the Class Representative who will follow up with departmental staff. If, after making approaches via these channels, you do not feel that your concerns have been addressed, there are University channels that may aid resolution. For further advice or more information on these, contact the departmental administrator or head of department.

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student's responsibility to be informed.

UNIVERSITY OF OTAGO
Policy on Student Internal Assessment

The purpose of this document is to have a consistent policy throughout the department as well as to develop students' time management skills. It reflects usual practices in the business world in which neither success (here: grades) nor deadlines are negotiable.

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.
2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.
If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.
3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

If the assignment or internal assessment tests count significantly towards the final result then a formal medical certificate is required. As a guideline, an internal assessment component which counts for 20% of the final result would be considered significant.

4. Tutors and lecturers are **not** authorised to give extensions. **Only** the paper administrator should be approached (consult the course outline for the person(s) responsible).

Computer problems do not constitute an exceptional circumstance unless it is an officially notified failure of university equipment.

5. **Academic Misconduct** – “Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism.” Plagiarism is the dishonest use of someone else’s words, facts or ideas, without proper acknowledgement. Most students will include other people’s ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
6. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

The procedure to be followed is:

- i) students should try to resolve the problems within the group without outside assistance.
- ii) students should meet with their tutor to endeavor to resolve outstanding issues.
- iii) the tutor will arrange for students to meet with the paper administrator who will endeavor to resolve the situation.

This procedure **MUST** be completed to step iii) before the assignment is submitted for grading. Where there are still unresolved difficulties, step iv) will be implemented.

- iv) students will complete a 'Peer Assessment' form available from the appropriate paper administrator (which must be submitted to the tutor or paper administrator before any grades are released).

Paper administrators reserve the right to require all students to complete peer assessment forms at any time during and/or after submission of an assessed group project. Should there be differences in the peer assessment forms, the student(s) will be required to either submit in writing to, or meet with a group comprised of their paper administrator and lecturer(s) and others (as deemed appropriate) to provide an explanation for the discrepancy. A differential allocation of grade may result from this process.

UNIVERSITY OF OTAGO
Policy for Special Consideration in Final Exams

****** All applications for special consideration must be dealt with through the examinations office not the department ******

The Special Consideration provisions apply only to final examinations and only where it is clearly documented that a candidate has been prevented from taking an examination through illness or other exceptional circumstances beyond his or her control; or has been seriously impaired by illness or other exceptional circumstances beyond his or her control at the time of, or in the 14 day period immediately prior to the examination itself. Where students have been affected by illness or other exceptional circumstances during the teaching period, they are expected to have informed Heads of Departments directly at the time (not individual lecturers or tutors).

Process

You need to make an application through your eVision student portal. For further information please see <https://www.otago.ac.nz/study/exams/otago062916.html>

No special arrangements can be made for candidates who fail to attend examinations at the correct time.

Deadline:

Five calendar days from the date of the last examination for which you are making an application for Special Consideration.

Please Note:

Applications cannot be accepted without supporting documentation such as a medical certificate.

Absences

1. A student may be offered an aegrotat pass providing:
 - (a) their grade for internal assessment is C+ or better and
 - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2019 will be held on (date to be arranged), in the week prior to Semester Two commencement.

Special examinations for Semester Two 2019 will be held on (date to be arranged), two weeks after cessation of official examination period.

Impaired Performance

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.