



**BUSINESS SCHOOL**  
Te Kura Pakihi

MART 469 Advertising Planning and Concept Development

# COURSE OUTLINE

Semester Two, 2019

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## The University of Otago's Graduate Profile

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All graduates of the University of Otago are expected to have the graduate profile in the box below. Not all of that profile is expected to be included in any one paper. 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

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MART469 addresses the history, current practice and possible futures of the planning function in advertising and the development and execution of creative concepts.

It is the senior paper of *The Brandbach*, the University of Otago's creative industries specialisation, which is endorsed by the Commercial Communication Council, the New Zealand association of advertising agencies. It comprises of two calibrated contemporary projects focussed on strategic planning and creative concept development. The successful completion of MART 333 *Creative Marketing Communication* is the reference for entry level knowledge, understanding and capability for expressive academic projects in the context of contemporary creative industries. The course is also the capstone paper of the *Diploma for Graduates Endorsed in Advertising*, a dedicated high performance specialisation.

## Learning Outcomes

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

- 1) Situate theories of advertising planning, creativity, and conceptual development in broader marketing, research and business concepts (Research, Interdisciplinary Perspective)
- 2) Discuss the theory, practice, and possible futures of the theories of advertising planning and conceptual development (Scholarship, Disciplinary Knowledge)
- 3) Initiate, create, manage, and conclude performative insight trajectories in a professional advertising context (Communication, Information Literacy)
- 4) Express insights and strategies in inspirational and distinctive aesthetics (Communication)
- 5) Manage a variety of ideation techniques in the process of content generation and concept development (Research, Critical Thinking, Information Literacy)
- 6) Execute media independent concepts in a variety of technical applications (Communication, Information Literacy, Discipline Knowledge)
- 7) Convincingly express conceptual proposals in the context of business strategy, brand planning and creative marketing communication. (Communication, Lifelong Learning)

## Teaching Staff

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### Paper Coordinator and Lecturer

Name: Dr. Roel Wijland  
Office: OBS 4.24  
Email: roel.wijland@otago.ac.nz  
Office Hours: Tuesday 10-12

All requests for late submissions of assignments should be addressed to the programme director.  
Associate Professor Leah Watkins (MMart programme director)  
**Email:** leah.watkins@otago.ac.nz

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

## Course Delivery

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Lecture Day / Time: **Thursday 1-3pm**

Room: **OBS 4.26**

**The experiential 10 sessions** present the key conceptual material through discussion and interaction between teaching staff and students. Readings are supported by lectures.

**The Brandbach** ([www.brandbach.com](http://www.brandbach.com)) is the virtual home and external digital platform of MART 333 and MART 469. 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 MART 469 Brandbach (<http://hedc.otago.ac.nz/mart469/>) at the beginning of the course. Note that the online environment will require students to make *individual* digital portfolios throughout the course. The assignments will also be individual, but set in a critical, supportive and interactively collaborative class context.

The preliminary course calendar in this outline details semester dates and the initial lecture topics and related scheduling information for the two modules. Note that this calendar will be confirmed at the start of the 2019 course and may be adapted as conceptual and creative opportunities arise. Also note that the information offered in the digital platform of the Brandbach is neither intended as a replacement, nor sufficient for your engagement in the lecture theatre. The 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 critical digital, experiential, emotional and spiritual interaction.

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 469 starts on **Thursday July 18, 1pm** 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 must attend a 2 hour interactive session per week. Theory, progressive project briefings, interactive ideations will be built into these sessions. Sessions present the key conceptual material through discussion and interaction between teaching staff and students.

Portfolio progress should be monitored by reviewing information detailed on the course website and completing any assigned readings. Students unable to attend a lecture are expected to catch up on missed material. Unless stated otherwise, all aspects of the course are relevant to the ongoing development of creative concepts.

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

## Expectations and Workload

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MART469 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 10 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. You should anticipate spending approximately 240 hours on this subject over the duration of the semester. Each of the two modules, after the initial introductory session, is scheduled to run for 5 weeks, before and after the semester break. Each week in the module represents 10% of the workload, based on progressive briefings. Each progression represents 10 % of the assessment.

The weekly deliverables are to be will be consolidated in as single digital file, and included in the 50% assessment in the final week of each module.

This is a 20 point paper, packed into an intensive 10 week course in a high performance specialisation in the competitive creative industries. The workload is scheduled to be attributed in weekly progressions as follows:

Course preparation & introduction		10 hours
Creative inspiration (roaming, doodling, lateral cultural consumption)		40 hours
10 x weekly module progressions:	weekly session:	2 hours
	critical engagement peers	3 hour
	reading & study	5 hours
	execution progression	7 hours
		<hr/>
		170 hours
2 x digital consolidation of each module		10 hours
		20 hours
		<hr/>
		240 hours

## The Brandbach

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The course **only** uses Blackboard as a password protected portal that provides you with a hyperlink to MART 469'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 and reminders for your weekly creative contributions and critiques in your modules. In order to effectively and timely provide you with feedback, the deadlines for creative work are fixed and the Brandbach platform technically *does not accept submissions after deadlines*.

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.

## Weekly Progressions

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The details of the two challenges of the modules 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 469 course has competitive annual challenges. The weekly progressions are always related to ideation in the context of advertising planning and creativity, and are always embedded in the module challenge.

## Sessions

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As noted in the schedule, each set of two modules is organised around a weekly sub-theme in the main texts and books, in the contexts of creative marketing communication projects. Theory will be set based on the context of the challenge and the individual talents of the students. Lectures provide both theoretical frameworks *and the briefings for the weekly online progressions*.

## The Brandbach Process

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Work in the Brandbach begins in the first week of the course. In the tailor-made MART 469 internal web space, students will produce a weekly progression to their final execution in each module. 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 a steady weekly assignments in a continuous portfolio, rather than just two due dates for modules 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

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Books and readings will be shared as the course progresses, also based on individual requirements. Additional required readings will be posted on the course website in advance of the sessions. We will not use Blackboard, but a tailor-made and dedicated interactive platform. You will be invited to access it one week before the course starts.

### 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

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### Original work made by students for their online module progression:

Students will produce a creative and planning progressions once every week for each of the 10 weeks of the course. Project assignments will be set in the modules in the Thursday sessions and will be available every week in the Brandbach platform.

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 progression throughout the duration of the course. You are allowed to miss one assignment in the cycle of weekly themes.

### Peer critiques written by students for fellow students:

It is important in this conceptual course to practice your 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 **Wednesday 10:00 pm** in the same week.

In the course students will work on one creative conceptual challenge in each of the two modules based on detailed briefings. Progressions may be multi-media, including, but not limited to textual contributions. The singularity of individual projects enables students to give preferential attention to their talents and projected vocational futures. The Brandbach courses make no distinction between academic and pragmatic theory or campus and industry inspiration, and as a year 4 student you are expected to create a contemporary fusion of all available intellectual influences. You are required to operate in the formal requirements of academic presentation, and the contemporary style expectations of digital decks of senior practitioners across the agency and client side.

Both the planning and concept modules are highly contemporary and connected, and may incorporate briefings set in collaboration with industry, or have an awards competition at their core. The options available will be presented at the start of the modules.

Assessment	Due date	% of final grade	Requirements to pass this paper
The Creative Module	5 x weekly progressions of original work and critiques	50%	C-average for the combination of modules
The Planning Module	5 x weekly progressions of original work and critiques	50%	C-average for the combination of modules

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 weighting of the assessment of the internal work will be as follows:

<b>Original Work Creative Module 1 :</b>	<b>30%</b>
<b>Critiques Creative Module 1 :</b>	<b>20%</b>
<b>Original Work Planning Module 2:</b>	<b>30%</b>
<b>Critiques Planning Module 2:</b>	<b>20%</b>

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.

### ***Assessment Original Work***

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)

### ***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)

### **Course Requirements**

Students have to pass modules with a combined mark of 50% or more.

### **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	2 modules
1) Situate theories of advertising planning, creativity, and conceptual development in broader marketing, research and business concepts	✓
2) Discuss the history, practice, and possible futures of the theories of advertising planning and conceptual development	✓
3) Initiate, create, manage, and conclude performative insight trajectories in a professional advertising context	✓
4) Express insights and strategies in inspirational and distinctive aesthetics	✓
5) Manage a variety of ideation techniques in the process of content generation and concept development	✓
6) Execute media independent concepts in a variety of technical applications	✓
7) Convincingly express conceptual proposals in the context of business strategy, brand planning and creative marketing communication	✓
<b>Percentage of final grade</b>	<b>100</b>

**Grading System**

The grading scheme used at Otago is:

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

## Academic Integrity

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

Students are advised to inform themselves about University policies concerning dishonest practice and take up opportunities to improve their academic and information literacy. If necessary, seek advice from academic staff, or the Student Learning Centre. The guideline for students is available at this link: <http://www.otago.ac.nz/study/academicintegrity/index.html>

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

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

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

## Course Calendar

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Lecture/ Tutorial Number	Thursday Dates	Topic	Reading
1	18 July Creative Module 1	Introduction	Selected for the individual challenge
2	25 July Creative Module 2	The Challenge	Selected for the individual challenge
3	1 Aug Creative Module 3	The Creative Briefing	Selected for the individual challenge
4	8 Aug Creative Module 4	Idea & Concept Development	Selected for the individual challenge
5	22 Aug Creative Module 5	Execution	Selected for the individual challenge
<b>Mid Semester Break      27 to 31 August</b>			
6	5 Sept Planning Module 1	The history of planning	Selected for the individual challenge
7	12 Sept Planning Module 2	Contextual literature review	Selected for the individual challenge
8	19 Sept Planning Module 3	Strategic Planning	Selected for the individual challenge
9	26 Sept Planning Module 4	Experience design	Selected for the individual challenge
10	3 Oct Planning Module 5	Execution	Selected for the individual challenge

\* 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 Nov

## Student Learning Support and Information

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

### **Māori Student Support**

Kaiārahi Māori

Contact Rachel Sizemore

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

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

### **Pacific Islands' Student Academic Advisor**

Warm Pacific Greetings

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

**Email:** [esmay.eteuati@otago.ac.nz](mailto:esmay.eteuati@otago.ac.nz)

**Tel:** 479 4756

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

**Contact Kirsten at the following:**

**Email:** [kirsten.robertson@otago.ac.nz](mailto:kirsten.robertson@otago.ac.nz)

**Tel:** 479 8451

### **Equity Advisor**

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

**Mathew Parackal**

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

**Tel:** 479 7696

## **Student Feedback**

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

### **Class Representatives**

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

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems

that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

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

### **Concerns about the Course**

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

## **Disclaimer**

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

# MART 469 Advertising Planning and Concept Development

## 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.

Lecturers are **not** authorised to give extensions. **Only** the programme leaders should be approached for extensions. Leah Watkins and Lisa McNeill are the programme leaders for this course

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

4. **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>.
5. **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.