



**BUSINESS SCHOOL**  
Te Kura Pakihi

MART 467 Tourism Marketing

# COURSE OUTLINE

Semester Two, 2021

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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.

### **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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Tourism is one of the largest and most complex service systems not only in the world but also in New Zealand offering unique marketing challenges particularly for holiday tourism and event marketers. In this Master Class we apply tourist behaviour and marketing theory to practical issues. We will seek to understand, analyse, and design tourism's core product: the tourism experience, and discuss problems and solutions for new and traditional challenges. We learn about the history of Tourism, discuss its cycles and challenges, ranging from capacity issues (incl. 'overtourism' and social impacts) to sustainability (CO<sub>2</sub> emissions), including cultural and environmental impacts. We build an understanding of tourism facilitator networks such as destination marketing organisations, and study cruise and event tourism. The course includes shared readings, an applied research opportunity with a local business, or a desk-based project (e.g., in-depth web, industry or data analysis, digital marketing or social media analysis). **IMPORTANT:** the small project will be custom designed to each student's preferences. Furthermore, an excursion to a Queenstown tourism business is planned from which an applied project may arise to solve a current business problem.

**1. What is special about this programme?**

This course allows students with a background in basic research and good reading habits to acquire sound knowledge of Tourism Marketing, and then progress to central issues at the heart of holiday tourism. The course also deals with differences and similarities between holiday, business, and event tourism and how these are managed. Shared readings means: each student does One reading per class and communicates its content and critiques it for the others.

**2. Teaching style**

The course is taught in seminar style using a mixture of discussions, (student led) flipped classroom techniques, and presentations.

**3. How does this programme prepare students for the future?**

The course focusses on cutting-edge issues (e.g., discusses the the re-start process after Covid 19) and encourages students to think and to experiment with ideas and follow their interests. A mini-project will then allow students to test these ideas and apply them to the reality of their chosen field. They will learn to apply critical thinking to practical issues.

**4. What kinds of work opportunities are graduates finding once they finish the course?**

Students who passed through this course work for public and private businesses such as national or regional tourism organisations, major accounting firms, airlines and tour operators. Many have also started their own businesses a few years after graduating.

**5. Advice for national and international students who are interested in studying this course.**

This course requires dedication as it is a compressed, high-energy – high-reward course. You will succeed only through hard work but end up with a lot of new knowledge, skills, and friends.

## Learning Outcomes

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- 1) Discuss and evaluate tourism marketing theory, including brand-consumption, and tourism experience theory (*Research, Critical Thinking, Ethics*)
- 2) Debate contemporary issues relevant to tourism, event management and marketing, strategy building, destination branding and the consumption of places (*Multicultural Understanding, Global Perspective, Environmental Literacy*)
- 3) Apply tourism-marketing theory to a practical tourism issue, incl. event and branding research or service design problems (*Scholarship, Discipline Knowledge*)
- 4) Generate and present a research report for a tourism business or provide a critique of a defined strategic or design problem (*Communication, Information Literacy, Life-long Learning*). ALL projects will be custom-co-designed with students.

## Teaching Staff

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### Paper Coordinator

Name: Professor Juergen Gnoth  
Office: OBS4.16  
Email: [juergen.gnoth@otago.ac.nz](mailto:juergen.gnoth@otago.ac.nz)  
Office Hours: Zoom: Wednesdays 9-10 am; Fridays 9-10am

You should contact the Juergen Gnoth with any administrative enquiries about the paper.

All requests for late submissions of assignments should be addressed to the programme directors.

Dr Mathew Parackal

**Email:** [Mathew.Parackal@otago.ac.nz](mailto:Mathew.Parackal@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.  
that staff are not available to respond to emails between 5pm Friday and 9am Monday.

## Course Delivery

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Lecture Day/Time: **Wednesday 11:00-1:00pm**

Room: OBS 4.26

Every week students must attend one two hour seminar, or supply a reason for not attending.

**Lectures** (2) initially introduce key conceptual material which will then be explored through discussion and interaction between teaching staff and students. Lectures are supported by readings, followed by seminar style discussions and student-managed seminars (flipped classroom).

**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*

These activities should be prepared for by reviewing information detailed on Blackboard 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 examinable.

## Expectations and Workload

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MART467 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

## Course Learning Resources

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Required and recommended readings will be posted on Blackboard in advance of the lectures. **Please make sure you read and prepare for class. This is a Seminar style course, which is based on discussions around prior readings (even if there are segments that are lectures).**

### Blackboard

Blackboard <https://blackboard.otago.ac.nz/> provides you with access to course materials, class notices, and resources. Blackboard is used to email the whole class so it is important that you check your student email and *Blackboard* regularly.

### 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.*

Assessment	Due date	% of final grade	Requirements to pass this paper
On 4 occasions students will read one paper each, relate its content to class and critically evaluate its scientific and/or practical contribution	Weeks 2-7	10% for content (+ 5% for critical evaluation)	
Written Literature Review to support chosen Project	23 Aug gam	25%	yes
Business Project or bespoke Research Topic	Due before exam	30 %	
Inhouse exam*, reflective essay: 'Sustainable Tourism Business?'	Last session of Semester	30%	yes

### Course Requirements

Students will have to pass the written literature review to pass the overall course. Should you not pass the literature review in the first instance, you will be able to resubmit but not achieve more than a pass.

### Assessment Format

MART467 Tourism Marketing is comprised of both short lectures and seminars in which altogether 4 readings will be discussed – one each by each student. The discussions will be led by a student discussant who has prepared key questions that lead other students to be able to understand and critique the ideas of the article presented. Each discussant's work is worth 10% for the presentation of the content and 5% for leading the other students to recognise the value of the critical evaluation/contribution of the article.

The literature review topics will be set by the professor and student during seminars week 1-2 and involve a choice of research areas (**the review is due 23 Aug in time to discuss and prepare for the project; review length: about 3000 words**) including:

- Domestic tourism marketing
- Place and City branding;
- Social impacts of tourism;
- Service design for experience & well-being
- Business problem (e.g., how to solve crowding issues of key-attractions; sustainable travel options; slow tourism etc.)

These literature reviews, and the readings discussed during seminars will direct students to further readings of personal interest.

The Business Project may involve solving a marketing problem for a business (e.g. how to manage or overcome crowding issues for Milford Sound – background literature and data will be provided

There exam involves a critical reflection on the sustainability of tourism businesses.

Further details on the assessment, including directions and marking guidelines will be available on Blackboard once the class has met for the first time and project ideas have been discussed and decided.

### **Late Assignments**

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

### **Referencing Style and Style Guide**

For this paper the referencing style is *APA*. 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](mailto: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	Seminar Presentations/ lt.-Discussions	Written Literature Review	Business and/or Research	Exam	Total
Discuss and evaluate tourism marketing theory, including brand-consumption, and tourism experience theory (Research, Critical Thinking, Ethics)	X	X		X	
Debate contemporary issues relevant to e.g., tourism destination branding and the consumption of places (Multicultural Understanding, Global Perspective, Environmental Literacy)	X	X		X	
Apply tourism marketing theory to a practical tourism branding research problem (Scholarship, Discipline Knowledge)				X	
Generate and present a marketing research report for a tourism business or critical literature review (Communication, Information Literacy, Lifelong Learning)			X	X	
<b>Total</b>	15%	25%	30%	30%	100%

**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

Lecture/Seminar	Date	- Topic	Reading
1	14 July	Introduction to Tourism Marketing <ul style="list-style-type: none"> <li>- The course outline</li> <li>- Your project, academic and professional interests</li> <li>- Presentation: History of tourism</li> <li>- discussion</li> </ul>	Judith Adler (1989), Travel as Performed Art, Annals of Tourism Research (ATR).
2	21 July	Structures and Organisations in Tourism <ul style="list-style-type: none"> <li>- Tourism Destination Brands</li> </ul>	N. Leiper (1990) The Tourism System, ATR.
3	28 July	Tourism Network Cultures: The Role of DMOs	Visiting Speaker
4	4 August	Why the Tourism Industry Creates Impacts	McKercher (1993) Some fundamental truths about tourism, JoST. Goessling et al. (2020) Over-Tourism, ATR. T. Mihalic (2020) Over-Tourism, ATR.
5	11 August	Motivations in Tourism <ul style="list-style-type: none"> <li>- Experiencing Tourism</li> </ul>	Gnoth (1997) Motivation And Expectation Formation, ATR. Ryan & Deci (2001) On Happiness and Human Potentials, Ann. Rev. Psych. Wang and Gnoth (2014), Authenticity, Encyclopedia of Tourism.
6	18 August	Wellbeing through Tourism – Transforming through Tourism	Agapito et al (2013) Exploring the conceptualization of the sensory dimension of tourist experiences JDMM. H.Andrews, (2009) Tourism as a moment of being', JFAS Pung et al. 2020
7	25 August	Tourism Network Cultures 2: Networking in Tourism <ul style="list-style-type: none"> <li>- Example: Event tourism, The America's Cup</li> </ul>	Gnoth and Anwar (2000) NZ Bets on Event Tourism, Cornell Hotel Quarterly. Getz (2008) Event tourism: Definition, evolution, and research. TM.
<b>Mid Term Break 28 August to 4 September</b>			<b>(27-29 Aug. Potential sponsored) Excursion to Q'town or Milford Sound</b>
8	8 Sept	Tourism Cultures & Co-Creation: <ul style="list-style-type: none"> <li>- The Tourism Culture Contact Scale</li> <li>- Feasibility study for Maori Cultural Tourism</li> </ul>	
9	15 Sept	Cruise Ship Marketing	Visiting Speaker

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10	22 Sept	The Structure of Destination Brands - Brand Controlling - Tourism Service Design Science	Gnoth (2007) The Structure of DBs, Tourism Analysis.
11	29 Sept	Student Project Clinic	
12	6 Oct	Student Project Clinic	
13	13 Oct	In-house Exam	

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

**Lectures end Friday 15 Oct  
University Exam Period Second Semester Begins Wednesday 20 Oct  
Ends Saturday 13 Nov**

## Student Learning Support and Information

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### Student Charter

<http://www.otago.ac.nz/about/otago005275.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**

Kaiāwhina Māori

Contact Taikawa Tamati-Elliffe

**Email:** Taikawa.Tamati-Elliffe@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 Pacific Island students is Cathie Child. **Contact Cathie at the following:**

**Email:** cathie.child@otago.ac.nz

**Tel:** 479 9048

### **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**

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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. Recent changes to this course as a result of constructive feedback include (*insert summary of improvements*).

The class format has changed since it was decided to run the course on and offline. That said, the primary feature (discussion of literature and current affairs) will remain the core of the paper but also include some lectures.

The main change will be 'shared readings'. However since some of the students will be online, they have the choice of either participate 'live' and share their reading with class, or they will send a video recording of their summary of the reading and their comments, critique and thoughts 12 hours prior to class. That way we will share some of the experience online students will have.

While the business project has been a success previously, the new format (online/live) produces quite some challenges to make this equitable for all students and so will be discussed during the

introduction of the course. So far, a live marketing management project is envisaged of how to manage the visitor experience of Milford Sound, one of New Zealand's premier tourism destinations that is in danger of becoming over crowded, but by whose standards, and with what sorts of alternatives?

### **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.

**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 leader – Mathew Parackal should be approached for extensions.

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 2021 will be held on (date to be arranged), in the week prior to Semester Two commencement.  
  
Special examinations for Semester Two 2021 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.