



MDDN 415

Topics in Computer Game Design

Course outline Trimester 1, 2012

GENERAL

Core or Elective; Trimester One; 30 points

ASSESSMENT

100% internal by assignment

CLASSTIMES AND LOCATIONS

LECTURES:	Monday	9:30am – 10:30am	Room: Wigan 401
STUDIO:	Monday	11:30am – 12:30pm	Room: Wigan 401
	Wednesday	11:30am – 12:30pm	Room: Wigan 401
TUTORIALS:	Wednesday	9:30am – 10:30am	Room: Wigan 401
SEMINARS:	Monday	10:30am – 11:30am	Room: Wigan 401
	Wednesday	10:30am – 11:30am	Room: Wigan 401

COORDINATOR

Coordinator

Name: Jon Brown

Room: -

Phone: 021 207 7912

Office Hours: Hours by appointment

Email: jon@twotailedtiger.com

Web: <http://www.twotailedtiger.com/>

For Tutor details please visit the course blog via: <http://schoolofdesign.ac.nz/course/view.php?id=82>

COURSE SYNOPSIS

Computer games are a young medium, yet one with a huge industry and potential to integrate into nearly anything that people need to do. This course will take a professional approach to making games, looking at best practices and interesting applications, without losing sight of the fact that they are meant to be fun.

AIMS OF THE COURSE

The primary aim of this course is to create a project that will be the centrepiece for your portfolio. You will be expected to create this within the framework of one of three possible briefs, each centring on a specific area of communication. You will be expected to present your idea before you start making it, helping to polish your ability to communicate and promote yourself as a designer, both orally and in writing. You will be assessed on how well you have met these aims through project hand-ins, presentations and class participation.

COURSE LEARNING OBJECTIVES

Students who pass this course will be able to:

1. Design, conduct, present and evaluate design research that addresses and informs key computer game design questions.
2. Fluently work with the methods introduced for creating computer game design compositions.
3. Reinforce critical design explorations with an understanding of the history and impact of design on global society.
4. Convincingly communicate design concepts in a variety of ways with clarity and insight: written, oral and visual.

COURSE CONTENT

This course allows students to critically examine the expanding technical, social and cultural role that video games have within the modern world. The students will explore this through the production of a digital game created to fulfil a specific brief. The course will focus on the core challenge of “communication”, a challenge in all fields of design but particularly important in the field of video games.

The format for the course:

1. Choose a prominent game designer and write an essay about them, focussing on their design philosophy
2. Choose a brief from the three options
3. Working singularly or in a pair present a proposal for a game based on the chosen brief
4. Create your proposed design
5. Present your design

Throughout the production cycle of the game progress will be heavily monitored, with presentations at alpha and beta stages of development.

There will be an emphasis on professionalism with this course: presentations should be taken seriously – as practice runs for interviews that you may face after graduation; work-ethic should be of exceptional merit; concepts and technical virtuosity should be pushed beyond any previous hand-ins.

COURSE DELIVERY

The weekly class meetings will include lectures as well as practical tutorials, group critiques and individual mentoring. Students are expected to attend all weekly sessions. Additionally, students may seek assistance from the course coordinator and tutor during office hours or by making appointments.

All Course materials, project descriptions, important dates, reference materials and required readings will be available on the course blog, located on the School of Design Teaching and Learning website, see: <http://schoolofdesign.ac.nz/course/view.php?id=82>

ASSIGNMENTS/PROJECTS

PROJECT 1 – ESSAY (**DUE 21/3/12, MDDN SERVER HAND-IN FOLDER FOR 415**) (20% OF TOTAL)

As individuals students will research a notable game designer and write an essay about them and their work. The essay should be no more than 1200 words long and include:

1. A short overview of the background, context and development of the game designer
2. References to significant examples of the game designer's work
3. An analysis of the game designer's work methodology and strategy
4. A critical evaluation of the game designer's career

Hand-ins for Project 1

1. .doc or .rtf file
 2. 1 page outline that diagrams the structure used for your essay
 3. bibliography with a minimum of 10 citations – use APA style
 4. 1200 words (images optional), bibliography is not included in word count
 5. Make sure you include your surname in all file names for hand in. e.g. *jon_brown_415Essay.doc*
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PROJECT 2 – PROPOSAL (DUE 3/4/12, MDDN SERVER HAND-IN FOLDER FOR 415) (35% OF TOTAL)

The goal of this proposal is to present a game idea based on one of the three following briefs.

Refreshing the tired (Mechanic Communication)

Many of the most popular practices in game design have been done so many times that they feel old and stale. Even worse, many are being translated to platforms where they don't necessarily work very well. Take the twin stick shooter for instance, an old favourite that is commonly translated to touch screen devices with the use of virtual control pads and a most unsatisfactory experience.

However, what if you were to take something that's old and boring and give it a new lease of life, what if you were to transform the old into the new? Take a tried and tested game mechanic or trope and give it a twist that gives it a new lease of life.

Create a game with a message (Message Communication)

Successful "advergaming" of any kind is rare. The reason for this is simple – these games are focused on product placement rather than the message of the product. Brands of all kinds, be they corporate, government or charity based, are extremely valuable and they have been constructed with extreme care. Brands deliver messages.

Make a game that takes an existing brand or cause and delivers its message through the mechanics of the game. It's important to be sensitive to the issues that might be attached to the brand – you can't educate people about tsunamis by having a game where you control the tsunami and try to cause as much devastation as possible.

Asymmetric Co-Op Play (Player, Player Communication)

Mario Galaxy brought with it a whole new, family friendly multiplayer system, while one player was controlling Mario, the other could collect stars. This kind of asymmetric co-op play isn't very common, which is sad because it formalises something that we've all been doing for a long time when playing in social situations – giving each other advice.

Make a game that can be played single player but creates an extra social play opportunity with a strong asymmetric co-op mode.

It is important that your proposal clearly outlines the concept of the project, how it will fulfil the brief and why it will be compelling to play. Communication of these factors will be key and you should consider any method, other than the required presentation and completed request for proposal (RFP) document, that may help to ensure that this information is conveyed.

Hand-ins for Project 2

Personal Blog (will be reviewed between April 3 and 10) 30% of project 2 grade

The effort you put into each part of this project must be recorded on your personal blog using clear and concise posts. Your blog will serve more than just an organization and presentation tool for your project; it will act as an access portal for grading – use it to fully describe your research and production processes for all phases of your project. You may also reflect on lectures, tutorials and seminars. I will be looking for precision, clarity, insight, progression and regularity (not necessarily word count). It is also a bonus if you contribute meaningful and helpful comments to your peers' blog. Do not link or embed other peoples' media without a thorough explanation of why it's relevant to your work.

Proposal (due April 3, midnight, MDDN server hand-in folder for 415) and presentation (April 4) 70% of project 2 grade

All proposals should be presented as an answer to one of the briefs. You should also cover your methods and approach for answering the brief, including the tools and studio techniques that will be used. To structure this intention, sketches, timeline and perhaps flowcharts or storyboards will be useful. A production timeline for your project, using the prescribed milestones (and dates) and final deadline is a must.

- Completed request for proposal document, including gameplay illustrations where required (1080p resolution)
- Make sure you include your surname in all file names for hand-in, e.g. *brown_jon_415Proposal.pdf*
- A presentation schedule will be announced, providing a time (15 minutes) for you to present the above materials.

Evaluations are based on the timely completion, mastery and creative approach for all aspects of the above hand-ins.

PROJECT 3 – FINISHED GAME (DUE 5/6/12, MDDN SERVER HAND-IN FOLDER FOR 415) (45% OF TOTAL)

The main goal for this project is to have your work fully realized and functional. Games should be bug-free and playable.

You should also have good documentation so that it can be presented in a way that is clear to anyone viewing it for the first time. The documentation should be of a high finished quality so that it can be imported into web, print and DVD deliverables.

Hand-ins for Project 3

Personal Blog (will be reviewed between June 5 and 12) 20% of project 3 grade

The effort you put into each part of this project must be recorded on your personal blog using clear and concise posts. Your blog will serve more than just an organization and presentation tool for your project; it will act as an access portal for grading – use it to fully describe your research and production processes for all phases of your project. You may also reflect on lectures, tutorials and seminars. I will be looking for precision, clarity, insight, progression and regularity (not necessarily word count). It is also a bonus if you contribute meaningful and helpful comments to your peers' blogs. Do not link or embed other peoples' media without a thorough explanation of why it's relevant to your work.

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Alpha presentation (will be reviewed May 10) 20% of project 3 grade

This should be treated as an important milestone where you can collect feedback on your game. Create a powerpoint (or keynote) presentation that has: bullet-points that highlight the concepts, themes, discoveries, techniques and other highlights of the project; high quality images that convey the non-literal and the visual integrity; and links out to web sites or video files (as required). At the conclusion of your presentation, we should know what your work is about, the concepts explored, questions answered, a convincing impression of the quality of your work, and the time you have spent developing the project. You should be more than familiar with the methods, research and overall theme; you should be knowledgeably conversant about this range of elements in your work and fully able to respond to questions from peers and experts. Your game should be working at this stage and you will be expected to play it live.

- PDF of your presentation, 10 pages with graphics
- Demonstration video of the game

Beta presentation (will be reviewed May 23) 20% of project 3 grade

This should be treated as a test run for your final presentation: treat this as the final. Create a powerpoint (or keynote) presentation that has: bullet-points that highlight the concepts, themes, discoveries, techniques and other highlights of the project; high quality images that convey the non-literal and the visual integrity; and links out to web sites or video files (as required). At the conclusion of your presentation, we should know what your work is about, the concepts explored, questions answered, a convincing impression of the quality of your work, and the time you have spent developing the project. You should be more than familiar with the methods, research and overall theme; you should be knowledgeably conversant about this

range of elements in your work and fully able to respond to questions from peers and experts. Your game should be working at this stage and you will be expected to play it live.

- PDF of your presentation, 10 pages with graphics
- Demonstration video of the game

Final hand-in (due June 5, midnight, MDDN server hand-in folder for 415) and presentation (June 4) 40% of project 3

The final hand-in is as the Beta presentations, but with more polish: everything should be complete. In addition to a presentation, media will be collected as follows:

- Still images: 3 hi-res (300 dpi) images of your project
- Video: up to 1 minute of video documentation, 720x576 aspect ratio, stereo sound, .mov file format saved with H.264 codec. Do not use sampled musical soundtracks unless approved beforehand. Opening title and credits are a must – packaging is optional.
- Text: Write a 3,000 overview of the design of your project saved as a .doc or .rtf file. Grammar and punctuation will be marked – so please have it proofread before handing it in.
- Poster: .pdf format that describes your project (dimensions and other criteria TBA, along with examples).

Evaluations are based on the timely completion, mastery and creative approach for all aspects of the above objectives and hand-ins.

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ASSESSMENT REQUIREMENTS

MDDN 415 is internally assessed by assignment work in the form of 3 projects. Projects are each assessed and graded A+, A, A-, B+, B, B-, C+, C, D, E, (where C is a PASS). Grades only are issued to students. The final grade for the course is based on the aggregation of the percentage marks for each of the projects, and a final grade of C or better is required to pass the course. The 3 submissions contribute towards the final course grade as follows:

Project 1:	Essay	due 21/3/12	20%
Project 2:	Proposal	due 3/4/12	35%
Project 3:	Final Game	due 5/6/12	45%
	Total:		100%

The Assessment Criteria of the individual projects and the overall completion of the course are:

1. The creativity with which the assignment was met
2. The mastery of the technical challenges of the project
3. The coherence of the design concept and realisation
4. The degree to which a variety of design concepts were explored to arrive at the result

5. The expressiveness of the final project
6. The professionalism of the presentation of the project
7. The idea – and the degree to which it engages its audience

Your work will be reviewed on the basis of the degree to which it meets the assessment criteria. Although visitors may be involved in some of the reviews, the assessment of the course is carried out by the course coordinator.

The School has a long tradition of providing critical review of student work as it progresses especially in design projects. This is part of feed-back for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from assessment. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are often composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently late work will not receive a critical review, though it will be assessed subject to any penalties as set out below.

- **Critical Review:** May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.
- **Assessment:** May take place at a stage in a project or on final submission (or both). Its purpose is to assess the work in terms of the objectives stated in the handout and to express this as a grade. Moderation of all assessment in design is undertaken at the end of the Trimester after critical reviews, involving a wider group of staff than the immediate lecturers in the course. This process ensures fairness.

All grades posted during this course are only provisional results until confirmed by the School Examiners Committee which meets after the examination period.

PENALTIES

Students are required to personally present their work on time at all scheduled reviews and in the location and specified format as set out in project outlines. Except in emergency situations failure to personally present work at any scheduled graded review will result in an automatic failing grade of E for the work being reviewed, unless an extension has been approved in writing in advance by the Course Coordinator.

Late submissions will not be penalised in the event of illness or other extraordinary circumstances provided students have submitted a request for an extension and received approval in writing from the Course Coordinator (see the Student Administration Office for an Application for Extension form). The extension must be approved in advance of the scheduled review or hand-in except in situations where the nature of the illness or other circumstance prevents this. Work submitted late without the prior agreement of the Course Coordinator will be penalised by a failing grade of E. Furthermore, if work is not handed in within 5 working days of the review without the prior agreement of the Course Coordinator it will be recorded as a non submission.

Work submitted late must be submitted directly to the Course Coordinator. Any project work left on the project shelves or elsewhere will be entered on the grade sheet as a no-submission

GROUP WORK

Collaborative work is an important component in the field of design; and group work may take place during course projects. However, no group assessment will take place.

ATTENDANCE AND PARTICIPATION

Attendance and participation is an important aspect of the learning process, and you are required to attend all lectures and tutorials.

If extraordinary circumstances arise that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator as soon as possible.

The design studio operates at three levels of instruction: the whole class, the tutorial group, and the individual. The studio thus involves both collective and individual participation from individuals in the group. Tutors will be in the studio at all scheduled times undertaking group and individual instruction and reviewing project work. Ongoing discussion will be critical to the development of your design work.

Therefore, for the studio to operate effectively, students are expected to arrive on time, to be present for the whole studio session, (unless there are reasons why they cannot) and to actively participate in group and one-to-one discussions with your tutor. It is also expected that students will bring to the studio sessions the appropriate equipment and supplies needed to work productively on the design projects and to complete this project work on time. The intensity and regularity of participation in the studio is unerringly reflected in the understanding and quality expressed in the resulting work.

Students are expected to maintain an acceptable level of cleanliness and tidiness in the studio as outlined in the Studio Culture Policy which is displayed in all studios.

Attendance and participation is an important aspect of the learning process, and you are required to attend all the lectures and tutorials. For every 3 unexcused absences, your final grade will be reduced by one step (e.g., a B+ will become a B). If you are more than 15 minutes late to class, or leave more than 15 minutes early, you will be marked for a ½ absence.

Examples:

- Final grade = A attendance = 0 absences + 8 x 15 minutes late = 4 absences adjusted
 grade = A-
- Final grade = B attendance = 4 absences + 4 x 15 minutes late = 6 absences adjusted
 grade = C
- Final grade = C+ attendance = 5 absences + 0 x 15 minutes late = 5 absences adjusted
 grade = C
- Final grade = C+ attendance = 5 absences + 2 x 15 minutes late = 6 absences adjusted
 grade = D

If extraordinary circumstances arise that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator as soon as possible. In other words, do not tell me you were sick a week after the fact. If you have an excuse, I expect to know about it on the day of, or before, the absence.

COURSE EXPECTED WORKLOAD

You should expect to spend of around 300 hours on this course, including both scheduled class time and independent study. Typically this involves around 24-28 hours per week during the twelve teaching weeks, with the balance during the mid trimester break, study week, and examination period.

http://www.victoria.ac.nz/home/about_victoria/avcademic/publications/assessment-handbook.pdf

MATERIALS AND EQUIPMENT REQUIRED

Students will need to provide all materials and equipment as necessary for the completion of required work.

It is recommended that you have your own laptop although computer facilities are available at the School. If you are purchasing a laptop and would like information on the minimum requirements please contact the Student Administration Office. While digital cameras are available at the school, it is also recommended that students consider purchasing a simple digital camera (3.2mpxl minimum). Note: The Student Loan, administered by StudyLink, allows students to claim up to \$1000 for course related costs for each year of study.

RECORDING OF WORK AND PORTFOLIO

You are strongly encouraged to respect and care for your work, making and recording a visual summary of each project in this course. This may be in digital and/or hard copy. The principal purpose of this is to maintain a record of your work for incorporation into your own personal "Design Portfolio". Recording a summary of your work also means it is available if needed for you or the School to exhibit or publish.

SUBMISSION OF WORK

Each student is responsible for ensuring their work is submitted to their course tutor or Course Coordinator on time and in the required format.

Late submissions will be penalised as set out above, unless an extension is approved by the Course Coordinator.

EXTENSIONS

In the event of illness or other extraordinary circumstances that prevent you from submitting a piece of work on time, or that you feel adversely affect the quality of the work you submit, it is important that you discuss your circumstances with the Course Coordinator as soon as possible so that appropriate arrangements may be made. You should complete an Application for Extension form (available from the Faculty Office) for the Course Coordinator to approve. You will also need to provide suitable evidence of your illness or

other circumstances. In an emergency, or if you are unable to contact the Course Coordinator, you should advise the Faculty Office of your situation. Work submitted late must be submitted to the Course Coordinator.

MANDATORY COURSE REQUIREMENTS

In order to pass the course you must also satisfy the following mandatory course requirements:

1. Attend at least 80% of the studio sessions
2. Discuss your project progress with your tutor or the Course Coordinator at least weekly
3. Attend and present your project work at all scheduled critical reviews
4. Achieve a grade of 'D' or higher in all assignments
5. Achieve a minimum of 40% in the final examination

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SCHEDULE OF SESSIONS (Assessments to be noted)

Week	Month	Day	Date	Item	Location	Time	Comments
Week 9	February	M	27				
		TU	28				
		W	29				
		TH	1				Orientation Week
		F	2				
Week 10	March	M	5	Class session	Wigan 401	9:30 – 12:30	Trimester 1 Begins
		TU	6				
		W	7	Class session	Wigan 401	9:30 – 12:30	
		TH	8				
		F	9				
Week 11	March	M	12	Class session	Wigan 401	9:30 – 12:30	
		TU	13				
		W	14	Class session	Wigan 401	9:30 – 12:30	
		TH	15				
		F	16				
Week 12	March	M	19	Class session	Wigan 401	9:30 – 12:30	
		TU	20				
		W	21	Class session	Wigan 401	9:30 – 12:30	Project 1 Hand In – Essays on server by midnight
		TH	22				
		F	23				
Week 13	March	M	26	Class session	Wigan 401	9:30 – 12:30	
		TU	27				
		W	28	Class session	Wigan 401	9:30 – 12:30	
		TH	29				
		F	30				
Week 14	April	M	2	Class session	Wigan 401	9:30 – 12:30	
		TU	3				Project 2 Hand In – Presentation material on sever by midnight
		W	4	Class session	Wigan 401	9:30 – 12:30	Game idea presentations
		TH	5				
		F	6				Good Friday – holiday
Week 15	April	M	9				Easter Monday - holiday
		TU	10				Easter Tuesday – VUW holiday
		W	11				
		TH	12				
		F	13				
Week 16	April	M	16				Mid Trimester Break
		TU	17				
		W	18				
		TH	19				
		F	20				
Week 17	April	M	23	Class session	Wigan 401	9:30 – 12:30	
		TU	24				
		W	25				ANZAC Day – holiday
		TH	26				
		F	27				
Week 18	April May	M	30	Class session	Wigan 401	9:30 – 12:30	
		TU	1				
		W	2	Class session	Wigan 401	9:30 – 12:30	
		TH	3				
		F	4				
Week 19	May	M	7	Class session	Wigan 401	9:30 – 12:30	
		TU	8				
		W	9	Alpha Presentations	Wigan 401	9:30 – 12:30	
		TH	10				
		F	11				
Week 20	May	M	14	Class session	Wigan 401	9:30 – 12:30	
		TU	15				

	W	16	Class session	Wigan 401	9:30 – 12:30	
	TH	17				
	F	18				
Week 21 May	M	21	Class session	Wigan 401	9:30 – 12:30	
	TU	22				
	W	23	Beta Presentations	Wigan 401	9:30 – 12:30	
	TH	24				
	F	25				
Week 22 May	M	28	Class session	Wigan 401	9:30 – 12:30	
	TU	29				
	W	30	Class session	Wigan 401	9:30 – 12:30	
June	TH	31				
	F	1				
Week 23 June	M	4				Queen's Birthday - holiday
	TU	5				Project 3 Hand In – game and support materials on server by midnight
	W	6	Final Presentations	Wigan 401		
	TH	7				
	F	8				
Week 24 June	M	11				Study/Examination Period
	TU	12				
	W	13				
	TH	14				
	F	15				
Week 25 June	M	18				
	TU	19				
	W	20				
	TH	21				
	F	22				
Week 26 June	M	25				
	TU	26				
	W	27				
	TH	28				
	F	29				
Week 27 July	M	2				
	TU	3				
	W	4				Examination Period ends
	TH	5				Mid-year Break begins
	F	6				
Week 28 July	M	9				
	TU	10				
	W	11				
	TH	12				
	F	13				

COMMUNICATION OF ADDITIONAL INFORMATION

Any changes or additions to this Course Outline will be discussed and agreed with the class, and conveyed via email or through the course blog on the School of Design Teaching and Learning website <http://schoolofdesign.ac.nz>.

CLASS REPRESENTATIVES

The Faculty of Architecture and Design operates a system of Class Representatives in 100-level courses, and Year Representatives in each of the professional disciplines. Student Representatives are elected during a class session in the first week of teaching. All Student Representatives will be listed on the STUDiO notice board in the Atrium, and the relevant Representatives are also listed on studio notice boards. Student Representatives have a role in liaising between staff and students to represent the interests of students to the academic staff, and also in providing students with a communication channel to STUDiO and the Student Representation organiser.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that University staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

GENERAL UNIVERSITY POLICIES & STATUTES – WHERE TO FIND MORE DETAILED INFORMATION

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or the University's policy website <http://www.victoria.ac.nz/home/about/policy>

Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Student Interest and Disputes Resolution Advisor or refer to the statute on the Victoria policy website at: <http://www.victoria.ac.nz/home/about/policy>

The Policy on Staff Conduct can also be found at: <http://www.victoria.ac.nz/home/about/policy>

Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; The Student Interest and Dispute Resolution Adviser is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the Victoria website at: <http://www.victoria.ac.nz/home/about/policy>

There is also a leaflet explaining the grievance process available from the Academic Office website at: http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx#grievances

Students with Impairments

Refer to the [*Meeting the Needs of Students with Impairments Policy*](#), available on the University's policy website <http://www.victoria.ac.nz/home/about/policy>

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Services to discuss your individual needs and the available options and support on a confidential basis. Disability Services are located on Level 1, Robert Stout Building: telephone 463-6070 email: disability@vuw.ac.nz

Information regarding support is available from the Faculty Office reception desk.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. There are a number of support services available to help you directly if your academic progress is causing concern or if there are elements in your life that are affecting your ability to study. These include:

- Your course coordinator or programme director;
- Staff in your Faculty Student Administration Office Student Dedicated learning support through Student Learning Support Service; Kaiwawao Māori; Maanaki Pihiphinga; Disability Support Services and Victoria International;
- Wider holistic support through the Health Service; Counselling Service; Financial Support and Advice; Accommodation Service and Career Development and Employment. Find out more at www.victoria.ac.nz/st_services/ or email student-services@vuw.ac.nz;
- VUWSA employs a Student Advocate who deals with academic problems and provides support, advice and advocacy services, as well as training and supporting class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building. Email education@vuwsa.org.nz or tel. 463-6716 or 463-6984.

TE ARO CAMPUS BUILDING RULES AND FACILITIES

Students on the Te Aro Campus are required to comply with the Faculty Guidelines relating to the safe use, access and care of the Architecture and Design technical resources and building facilities. These are available on the School website, and in the following documents available from the student R drive: <R:\Student Health and Safety Information>

FAD Health & Safety Handbook – <http://www.victoria.ac.nz/fad/facilities/3d-model-workshops.aspx>

- Workshop and campus safety
- Safety training and safety precautions for the workshops
- FAD hazard Register
- Te Aro Campus floor plans

FAD Technical Services and Facilities Handbook – issued to all staff and available to all students on the student R drive, covering various local practices, including information on:

- Information for new staff and students
- Access and booking of teaching/studio spaces, and technical resources
- Studio etiquette and rules pertaining to exhibitions, critiques and storage of models/drawings
- Housekeeping/cleaning within the studios and workshops
- Information on Te Aro IT systems and support
- Te Aro campus floor plans

General information on Faculty/School Technical Facilities including **technical staff** and their associated areas: <http://www.vuw.ac.nz/architecture/facilities/index.aspx>

WHERE TO GET HELP

Faculty of Architecture and Design Student Administration Office – Vivian Street – Level One

The Faculty's Student Administration Office is located on the first floor of the Vivian Street Wing. The first floor counter is the first point of contact for general enquiries and Faculty forms. Student Administration Advisors are available to discuss course status and give further advice and the Faculty qualifications. To check for opening hours call the Faculty Student Administration Office on (04) 463 6200.

HEALTH AND SAFETY

Students are reminded that they must comply with any health and safety instructions given by staff members in charge or work places and instructions and signs posted around the campus. All students should familiarise themselves with the *FAD Health and Safety Manual* and *Notices around the Workshops and Laboratories*. Students are advised to refer to the Student R drive for safety and other relevant information. <R:\Student Health and Safety Information>

WITHDRAWAL DATES

Information on withdrawals and refunds can be found at:
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

School of Design