MART 463 Food Marketing

COURSE OUTLINE

Semester One, 2018
Contents

The University of Otago’s Graduate Profile ................................................................. 1
Paper Description and Aims ......................................................................................... 2
Learning Outcomes ......................................................................................................... 2
Teaching Staff ................................................................................................................ 2
Course Delivery .............................................................................................................. 3
Expectations and Workload ............................................................................................ 3
Course Learning Resources ........................................................................................... 3
  Blackboard .................................................................................................................... 3
  Student Webmail .......................................................................................................... 4
Assessment ...................................................................................................................... 4
  Course Requirements ................................................................................................... 4
Comments ...................................................................................................................... 9
  Quality Assurance ........................................................................................................ 10
  Learning Outcomes ..................................................................................................... 10
  Grading System ........................................................................................................... 10
Course Calendar ............................................................................................................ 12
Student Learning Support and Information ................................................................. 13
  Student Charter ........................................................................................................... 13
  Guidelines for Learning at Otago ............................................................................... 13
  Student Learning Centre ............................................................................................ 13
  Library Support .......................................................................................................... 13
  Māori Student Support ............................................................................................... 13
  Pacific Islands’ Student Academic Advisor ............................................................... 13
  Equity Advisor ............................................................................................................ 14
Student Feedback .......................................................................................................... 14
  Class Representatives ................................................................................................. 14
  Concerns about the Course ......................................................................................... 14
Disclaimer ....................................................................................................................... 15
Policy on Student Internal Assessment ......................................................................... 16
Policy for Special Consideration in Final Exams ......................................................... 17
The University of Otago’s Graduate Profile

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

<table>
<thead>
<tr>
<th>Graduate attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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:</td>
</tr>
<tr>
<td>These attributes involve substantial affective elements:</td>
</tr>
</tbody>
</table>

**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*

**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

MART 463 'Food Marketing' examines the specific features of food marketing that are driven by the specific nature of food itself and its place in society and culture. The paper aims to familiarise students with the 'low involvement' processes that drive consumer learning and choice, along with industry’s responses to them.

Learning Outcomes

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

- Understand the features that make food unique as a world consumer market.
- Understand how the food industry is configured to address these features.
- Understand the nature of low involvement consumer learning and decision processes when applied to food products.
- Understand how communications within the point of sale environment on the Web and elsewhere can be managed to influence these processes.
- Develop a structured and integrated communication process, involving both point of sale and remote elements, for a specific food product.
- Understand how food retailing is organised, and the importance of category management.
- Understand the basic requirements of food service marketing.
- Understand the nature of market power in the food industry.
- Understand the role of domestic and international politics in food markets.

Teaching Staff

Paper Coordinator /Lecturer
Name: Dr. Robert Hamlin
Office: OBS 4:20, Commerce Building
Email: rob.hamlin@otago.ac.nz
Office Hours: TBA

You should contact Rob Hamlin with any administrative enquiries about the paper.

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

Associate Professor Lisa McNeill (Honours, PGDip programme director)
Email: lisa.mcneill@otago.ac.nz
Course Delivery

Lecture Day/Time: Monday 10.00 – 12.00 pm
Room: OBS 4:26

Every week students must attend one 1 hour & 50 minute seminar.

Seminars present the key conceptual material through discussion and interaction between teaching staff and students. Seminars are supported by readings.

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

MART 463 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. As a result you should anticipate spending approximately 200 hours on this subject over the duration of the semester.

This particular course places a reliance on the capacity of graduate students to work independently individually and also harmoniously as a group, and to plan some weeks ahead of any potential workload peak. If this is done, then the workload can comfortably be achieved in the ten hours that is the expected work input per week. If not, then individuals and groups may experience some pretty hefty work spikes from time to time!

Course Learning Resources

MART 463 does not have a set text. Readings will be provided as necessary. Some requirement for independent study of topics both within and beyond the academic literature is expected. Other materials will be supplied as required.

Blackboard
Blackboard [https://blackboard.otago.ac.nz/](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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Due date</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual project report</td>
<td>12 April (4.00 pm)</td>
<td>50</td>
</tr>
<tr>
<td>Individual Essay</td>
<td>10 May (4.00 pm)</td>
<td>25</td>
</tr>
<tr>
<td>Group project presentation</td>
<td>Week Commencing 28 May (Day &amp; Venue T.B.A.)</td>
<td>25</td>
</tr>
</tbody>
</table>

Course Requirements

A 50% grade overall in this course is required to pass. There are no other specific requirements

Assessment Format

The assessment consists of an individual essay for 25% of the grade, an individual project report for 50% of the course grade and a group presentation for 25% of the course grade.

1) Individual essay (25%).

This is an individual essay exercise. An essay is NOT a literature review. See here for a good resource for how to write essays: https://en.oxforddictionaries.com/writing-essays, and here for a rather more direct analysis of the process: http://writingcenter.fas.harvard.edu/pages$strategies-essay-
You may consider a full reading of these two websites to be your first assigned reading. This year the essay title is:

"Do structural or functional attitudes have a greater influence on food consumer choice – Or does it depend?"

You would do well to start your research with this article


The articles below may also be useful, but none are 'compulsory'


And the two related articles:


All these articles can be accessed as '.pdf' files via the library's article and journal databases. You will need a library username and password to access the journals database.

Your objective is to provide a definite reasoned answer to the question above. You may introduce supporting and linking evidence but you are restricted to a total of ten direct citation in the text. These may or may not include the articles above. There is a word limit of 4,000 words including references. Appendices are not permitted.

Scientific essays are now a rare format in marketing or any other University discipline – and more’s the pity. However, they are the vehicle of choice of the majority of influential popular scientists. An essay by the paleontologist Stephen Jay Gould will be given to you in the first class attached as a ‘style guide’. They are essentially a story with a beginning a middle and an end. Dozens of examples of Gould’s work have been read in their entirety by millions – the average academic paper probably only gets read from cover to cover by a couple of dozen (including the author’s mother). Go figure which is the most influential format.

You may think that the last article might indicate the lecturer’s position and the stance, and that you should take that stance too. However, this article is now more than six years old - and positions
change. You will be marked purely on the quality of YOUR arguments as they are presented, not in the degree to which you agree with the lecturer/marker or any other ‘guru’!

Your work will be graded on:

a) The ‘watertightness’ of the arguments
b) Synthesis of the material - or what value have YOU added to it. In order to add value you HAVE to take a position.
c) Coherent storyline and good logical development.
d) Capacity to interest and engage the reader.

Each carries pretty much equal weight. As it is a subjective exercise, I will get these blind cross marked by a third party. The essay is due on 10 May at 4.00 pm.

2) Individual client report (50%)

You are to create an integrated web communications strategy and a set of concept web communication designs for a client who will brief the class on March 5th in the class lecture slot. These designs are to be handed in on April 12th at 4.00 pm. They are to be accompanied by a report outlining how this set of designs will address the brief and achieve the client’s objectives. The full set of designs will form an appendix to this document. The report will be graded and handed back with feedback in the following week.

The individual report/designs document should contain the following elements:

1) A review of the company’s current web assets and how they relate to the company’s products, related communications and the behaviour of their target market(s). (20% of grade)

2) A strategic communications plan that shows how these Web assets could be improved to support the company’s communications and increase sales by targeting existing and new market segments. You may also suggest ways that packaging etc. could also be used to support web based assets and vice-versa. (40% of grade)

3) A series of ‘blueprints’ of each element of web communication. For a website this would include a map of the website with storyboards and individual designs for the more important individual pages (These graphic items may be included as an appendix over and above the 12 page limit). These graphic items should be supported within the report by a commentary that describes how the website or other web activity complements existing assets, matches target consumer behaviour and supports sales. (40% of grade)

Overall we are looking for integration – Is this a coherent plan to maximise the power of the Web for this specific company and its existing assets/activities? Or is it just a ‘wish list’ of unassociated individual Web elements and activities?
3) Group client presentations (25%)

When you individual reports are handed back you will be assigned to a group. This group should then use their collective assets (which includes their graded reports and feedback – (you will need to share these, but no the grade awarded.) to produce a single set of designs and a short (5 pages max.) summary report for presentation to a Board. On May 24 at 4.00 pm, the final version of the group’s fully developed designs and the five page report are due into the course lecturer’s pigeonhole. This material will be distributed to the client/board that evening (Board = client, lecturer, plus 1-2 others).

In the week commencing May 28, each group will present their strategy and designs to the client and Board. The day and venue will be established closer to the time when board commitments are known. The presentation will be for 15 minutes and 15 minutes for questioning. NOTE: The Board will assess the presentations and the reports as an integrated whole.

The group presentation has a specific function. It is here that you will 'sell' your outputs to the Board. The presentation is thus not a summary presentation of your short report, but a commercial 'sales pitch' for you to demonstrate the value of what you have created. To a certain degree you are selling yourselves as much as you are selling the material. If you are not personally credible at this point, then your outputs won’t be either. You will need to consider what material you should present, and how you will present it in order to create maximum impact. You will be given considerable training and guidance on how to present in such situations (See Course Schedule).

You are not only graded on the presentation, but also on how you respond to subsequent questions on it. It is at this point in any commercial sales pitch that a sale is achieved. Groups should assume a 60/40 allocation of grades between the delivered presentation and Q&A (See grade sheet). While the short supporting report is not directly graded at this point, a good supporting document is likely to enhance your presentation and interactions with the Board. Remember, the Board gets these well before the presentation. The grade and feedback sheet used by the Board is attached. These are used to establish the grade and feedback is handed back to students the day after the presentation.

The client

TBA

Assignment Submission Procedure

All submissions are by direct submission to the Course lecturer, either in hard copy via their mailbox on the fourth floor and by electronic form via .pdf file e-mail attachment to: rob.hamlin@otago.ac.nz.

Late Assignments

Late assignments and penalties for them will be dealt with on a case by case basis, but unless there are exceptional circumstances the powers that be will conform to the policy on late assignments that is attached to this outline. If submitting on time is going to be an issue for you, then the lecturer and appropriate programme coordinator should be contacted BEFORE the assignment is due.
Referencing Style and Style Guide
Any referencing style may be used as long as it is a recognised system and is consistently applied in the correct manner. Style guides are 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/otago00339
Commerce students who intend to present an assessment or examination in te reo Māori must write to David Cross (Manager of Student Administration, Academic Services: david.cross@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).
Presentation grading schedule

(One sheet for each Board member, final grades by average)

Presenters

Presentation content/10

Organisation of presentation/10

Manner of Delivery/10

Responses to questions/20

Comments

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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

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the features that make food unique as a world consumer market.</td>
<td>10%</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Understand the nature of low involvement consumer learning and decision processes when applied to food products.</td>
<td>10%</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Understand how communications within the point of sale environment and elsewhere can be managed to influence these processes.</td>
<td>5% 10% 10%</td>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Develop a structured point of sale communication and design process for a specific food product</td>
<td></td>
<td>20%</td>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Understand how food retailing is organised and the importance of category management</td>
<td></td>
<td>20%</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
<td>50%</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading System
The grading scheme used at Otago is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>75-79</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
</tr>
<tr>
<td>B-</td>
<td>65-69</td>
</tr>
<tr>
<td>C+</td>
<td>60-64</td>
</tr>
<tr>
<td>C</td>
<td>55-59</td>
</tr>
<tr>
<td>C-</td>
<td>50-54</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
</tr>
<tr>
<td>E</td>
<td>&lt;40</td>
</tr>
</tbody>
</table>
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](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 inks 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/otago116838.html)
- [http://www.otago.ac.nz/administration/policies/otago116850.html](http://www.otago.ac.nz/administration/policies/otago116850.html)
- [www.otago.ac.nz/study/academicintegrity](http://www.otago.ac.nz/study/academicintegrity)
## Course Calendar

<table>
<thead>
<tr>
<th>Lecture/Tutorial Number</th>
<th>Week Commencing* Actual date of deadline</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Feb</td>
<td>Course introduction &amp; questions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5 Mar</td>
<td>Food products: Why are they different? The retail food purchase decision process</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>12 Mar</td>
<td>The retail food purchase decision process cont.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19 Mar</td>
<td>The retail point of sale environment</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>26 Mar</td>
<td>Integrating point of sale and remote communications in food marketing.</td>
<td></td>
</tr>
</tbody>
</table>

### Mid Semester Break 2 – 6 April

<table>
<thead>
<tr>
<th>Lecture/Tutorial Number</th>
<th>Week Commencing* Actual date of deadline</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>9 April</td>
<td>Food channels (1) – Domestic channels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12 April</td>
<td>Individual project reports and designs due into Lecturer’s pigeonhole Thursday 12 April, 4.00 pm</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>16 April</td>
<td>Food channels (2) – International channels</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>23 April</td>
<td>The internet as a food marketing tool (1)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>30 April</td>
<td>The internet as a food marketing tool (2)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>7 May</td>
<td>Food, politics, power and primary food producer issues – Companies and cooperatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 May</td>
<td>Individual assignment due into lecturer’s pigeonhole Thursday 10th May (4.00 pm)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>14 May</td>
<td>Foodservice &amp; restaurants</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>21 May</td>
<td>Commercial presentations practice and training (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24 May</td>
<td>Group designs and supporting report due into Lecturer’s pigeonhole 4.00 pm</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>28 May</td>
<td>Group presentations Day &amp; location T.B.A.</td>
<td></td>
</tr>
</tbody>
</table>

* First week of Semester 1 is ACADEMIC WEEK 9

Lectures end Friday 1 June
University Exam Period First Semester Begins Wednesday 6 June
Ends Wednesday 20 June 2018
Student Learning Support and Information

Student Charter
http://www.otago.ac.nz/about/otago005275.html

Guidelines for Learning at Otago
http://hedc.otago.ac.nz/hedc/learning/

Student Learning Centre
The Student Learning Centre, which is part of the Higher Education Development Centre, provides learning support, free of charge, to ALL enrolled students. Their services include:
- a workshop programme designed to help students to improve their learning strategies and their generic skills;
- individual assistance with learning issues;
- on-line study skills advice;
- a student leadership programme
- a student-led peer support programme for students of all ages and backgrounds.
- conversational English groups for students from a non-English speaking background

The Centre also provides two very helpful study guides, “Guidelines for Writing and Editing” and “Writing University Assignments” and these are available on the SLC website.
http://slc.otago.ac.nz/

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

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

Māori Student Support
Kaiārahi Māori
Contact Rachel Sizemore
Email: kaiarahi.obs@otago.ac.nz
Their role is to help link Māori students with the various support networks throughout the university and the community.

Pacific Islands’ Student Academic Advisor
Warm Pacific Greetings
Talofa lava, my name is Esmay Eteuati and my role is to liaise with Academic Departments and Student Services relating to Pacific students’ and their course of study. I support both staff and students in the Business School and have a network of Pacific contacts in other Divisions around the University.
Email: esmay.eteuati@otago.ac.nz
Tel: 479 4756
Marketing Department support person for Maori/Pacific Island students is Mathew Parackal. Contact Mathew at the following:
Email: mathew.parackal@otago.ac.nz
Tel: 479 7696

Equity Advisor
Students are encouraged to seek support if they are having difficulty with their studies due to disability, temporary or permanent impairment, injury or chronic illness. It is important to seek help early, through one of the contacts below:
Mathew Parackal
Email: mathew.parackal@otago.ac.nz
Tel: 479 7696

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

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

Volunteers for the role of class representatives will be called early in the semester. The OUSA invites all class representatives to a training session, conducted by OUSA, about what it means to be a class representative and some of the possible procedures for dealing with issues that arise. They also provide information on the services that OUSA offers and the role OUSA can play in solving problems that may occur. The OUSA provides support to class representatives during the semester. Departmental staff will also meet with class representatives during the semester to discuss general issues or matters they wish to have considered.

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

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

Disclaimer

While every effort is made to ensure that the information contained in this document is accurate, it is subject to change. Changes will be notified in class and via Blackboard. Students are encouraged to check Blackboard regularly. It is the student’s responsibility to be informed.
UNIVERSITY OF OTAGO
Policy on Student Internal Assessment

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

1. **Dissemination of Grades** – Regarding internal assessment, the numerical marks will be returned to students via eVision no later than two weeks after the assessment has been submitted. All students are requested to check their marks as they appear on eVision. Any discrepancies should be reported to the course administrator as soon as possible.

2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given. If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.

3. **Extensions** – Extensions will be granted only in exceptional circumstances (e.g., 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. Lisa McNeill and Leah Watkins 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](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 obtain an application form from the University Information Centre or Student Health. You can also download the Application for Special Consideration in Final Examinations form Application for Special Consideration in Final Examinations form

If your condition persists and you find that you are still seriously impaired for a later examination, do not submit a second application form, but contact the Examinations Office for advice (+64 3 479 8237).

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.

For further information please see: Health Declaration for Special Consideration Application

**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 2018 will be held on (date to be arranged), in the week prior to Semester Two commencement.
   Special examinations for Semester Two 2018 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.