



BUSINESS SCHOOL
Te Kura Pakihi

FOSC 112 Introduction to Food Marketing

COURSE OUTLINE

Semester Two, 2020

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The University of Otago's Graduate Profile

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

Graduate attributes

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

These attributes involve substantial affective elements:

Global perspective

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

Interdisciplinary perspective

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

Lifelong learning

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

Scholarship

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

These attributes include those most often sought by employers:

Communication

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

Critical thinking

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

Cultural understanding

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

Ethics

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

Environmental literacy

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

Information literacy

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

Research

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

Self-motivation

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

Teamwork

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

Paper Description and Aims

An introduction to the marketing environment, customer types, buyer behaviour, market segmentation and product, pricing, distribution and promotion issues in the context of domestic and international food markets.

Taking a firm centric perspective, this paper considers how marketing management creates value for an organisation through the integration of market and customer information.

Semester Two

0.15EFTS

18 points

Restrictions: MART 112, MART 205, MARX 205, FOSC 307, MANV 101, MART 101

Position in FOSC degrees

FOSC 112 'Introduction to Food Marketing' is one of two 100 level papers offered by the Department of Food Science. Along with FOSC 111, 'Food Principles' it forms part of the core requirements of both the Food Science (<http://www.otago.ac.nz/courses/subjects/fosc.html>) and Consumer Food Science (<http://www.otago.ac.nz/courses/subjects/cfsc.html>) degrees at both bachelor and honours levels. It may be taken in year one or two of either subject under normal prerequisite requirements and progression (See chart). It may also be taken as a 100 level course by any applied science (B.App.Sc.) or science student (B.Sc.), and the 18 points will count towards the allowable non-compulsory 100 level point's requirements for any such degree.

The course is specifically designed to give an introduction to marketing from a technical/science perspective. It acts as background and context for the higher-level technical courses offered by the Food Science Department, which are by their very nature strongly orientated towards scientific and consumer innovation and the technical development of food products that will eventually be brought to market.

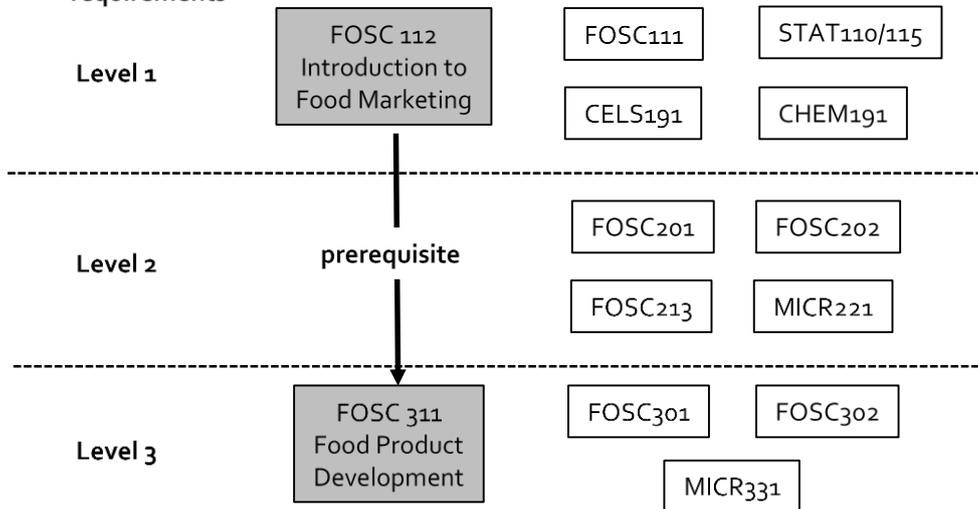
While the material used in the course is entirely food orientated, the material and concepts that it delivers are also highly relevant to students of other pure and applied science disciplines that involve consumer product innovation and development.

Eligibility

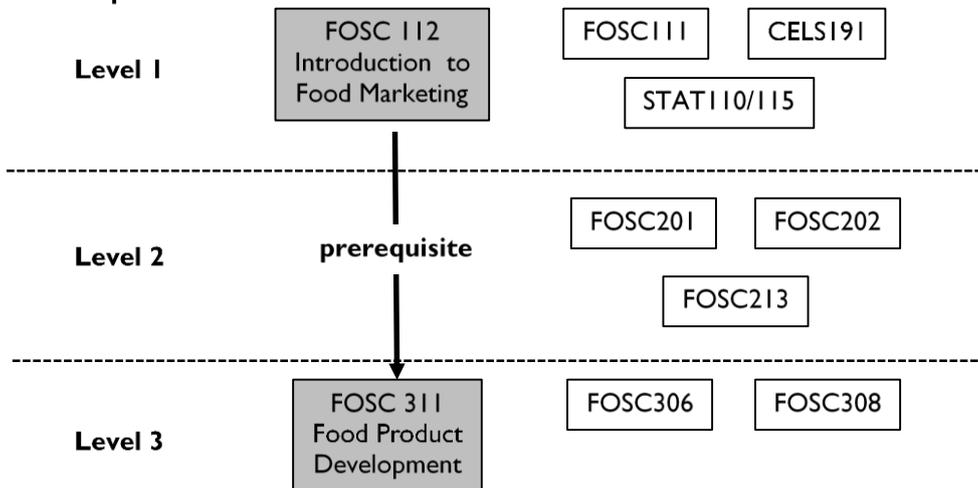
There are no specific course prerequisites for FOSC112, and can thus be taken by any student enrolled at Otago University, but it is a prerequisite for FOSC 311 (see above & Figures below). Students are advised to consult Schedule C of their specific degree and majors to establish how FOSC 112 can contribute to the required points for their chosen qualification

FOSC 112 Introduction to Food Marketing

Food Science B.Sc. Core requirements



Consumer Food Science B.App.Sc. Core Requirements



Learning Outcomes

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

- 1) What marketing is. What its position within a commercial organisation is and the nature of its relationship with other functions, including food science and technology.
- 2) What products are, what brands are, and in particular what categories are, as these are the primary strategic units of food marketing.
- 3) The nature and mechanics of food consumer learning and choice.
- 4) The three critical processes of segmentation, targeting and positioning, and how these relate to one another.
- 5) The various types of brands, their nature and how they are used in a competitive food market.
- 6) What channels are, and how they are used by food marketers to access their markets.
- 7) How food marketers communicate with their markets via the established tools of advertising and promotion.
- 8) The role of sales and the process of selling, plus the critical importance to food marketing of sales.
- 9) The nature, structure and purpose of a marketing plan.
- 10) The nature of the major traditional food markets: retail, foodservice and international/export.
- 11) How the Web has impacted food marketing, and how it can be used by the food marketers.
- 12) The nature and purpose of innovation in food markets
- 13) The nature of food consumer needs, and their critical importance in defining the value of a market offering.
- 14) How Marketing contributes to the innovation process
- 15) How marketing contributes to the new product development process.
- 16) The importance of research 'scoping' – the process of identifying which questions need to be asked when investigating the viability of a food market offering.

Teaching Staff

Paper Coordinator /lecturer

Name: Dr. Robert Hamlin
Office: OBS 4:20
Email: rob.hamlin@otago.ac.nz
Office Hours: Wednesday 2-3pm

Lecturer

Name: Dr. Euejung Hwang
Office: OBS 4.18
Email: euejung.hwang@otago.ac.nz
Office Hours: Thursday 10-11am.

You should contact Dr. Hamlin using the email above with any administrative enquiries about the paper, e.g. tutorial changes, or requests for late submission of assignments. All tutorials are delivered by the lecturers.

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

Course Delivery

Lecture Day/Time: **Monday 1.00-1.50 & Thursday 4.00-4.50**

Room: T.B.A.

Tutorials Day/Time: Please refer to your eVision timetable

Students must attend **two 50 minute lectures** and **one 50 minute tutorial each week**.

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

Tutorials are interactive, collaborative sessions in which students attempt to cement concepts presented at lectures with their peers in a supportive environment.

Tutorials begin in the **second** week of the semester. You will be allocated to a tutorial and this will be available in eVision.

Tutorials offer you the opportunity to work in groups on a series of tasks designed to apply the concepts that you have been exposed to in class and from your reading, and to stimulate your interest in the course as it applies to “everyday” issues. The key feature of tutorials, as opposed to lectures and individual study, is participation of all members of the tutorial group. If preparation is specified, **please prepare for tutorials before going to them**.

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.

Permission to sit final examination (Terms)

Permission to sit the final exam is granted subject to:

- 1) Satisfactory attendance at tutorials and classes (A roll will be taken at tutorials and any more than two unexplained absences will be treated as unsatisfactory.)
- 2) Satisfactory completion of assignments (Assignments must be submitted/presented, and these assignments must, along with the mid-term test must attract an average grade of at least 40%)

Expectations and Workload

FOSC 112 is an 18 point which has a time input expectation of 180 hours. This time may be broken down as follows:

Lecture/tutorial attendance	38
Lecture/tutorial preparation	40
Individual assignment	40
Group assignment	18
Mid-term test revision	14
Final exam revision	30

The reading load for lecture and tutorial preparation reduces in the second half of the semester

Course Learning Resources

Texts

The course has a required text which is also a New Zealand Institute of Food Science and Technology open resource. The book is "Creating New Food Products: The product developer's guide. By Richard and Mary Earle, available at: <https://nzifst.org.nz/resources/creatingnewfoods/index.htm>.

This text is useful as a structured background reference resource for the assignment. It is also assigned chapter by chapter in the course outline. It is examinable in the mid-term and final by the review questions that will be posted on the last slide(s) of the lecture with which it is associated in the course outline. If they are set in either examination, these questions will be reproduced 'verbatim'

There are also some assigned readings which will be made available either as a pdf or URL on Blackboard when they are due.

There is also a broader recommended text: 'Marketing' 13/14th Ed. Roger A Kerin & Steven W. Hartley, McGraw Hill. This is available at the University Bookshop. Multiple copies are also available in the reserve section of the Library on a 2 hour loan basis (Call Central Library - Reserve - HF5415 .M29474 2017. There is a transition between 13th and 14th Editions this year. There are no massive differences, but the page numbers in the course calendar and slides refer to the 13th Edition.

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 grade	Requirements to pass this paper
Mid-term test	Aug. 6, (7-8.00 pm)	20	Terms (cumulative internal @ 40%)
Individual assignment	Sep. 15, (4.00) pm	30	Terms (cumulative internal @ 40%)
Group assignment	23 Sep. – 1 Oct.	10	Terms (cumulative internal @ 40%)
Final examination	T.B.A.	40	

Terms requirement

A grade higher than 50%, averaged over all assessment components, is required to pass this course. In order to sit the final a student must have an internal grade of 40% or higher averaged over both internal assessments and the mid term, and a have a satisfactory attendance at tutorials (See page 5). There is NO terms requirement of 40% on individual internal assessment items.

Mid-term test

The mid-term test examines all material delivered in the lectures up to Lecture 10. This also includes all assigned readings up to that point, but NOT material covered in the workshops. The mid-term test requires students to answer two essay format questions out of the four that will be set. All questions carry equal marks. The test questions will fall within the set formed by the two questions that are shown under each lecture heading in the Course Calendar. So, for example, Lecture 3 has the question: "What types of brands do you find within a market?" A mid-term test question derived

from this might be: *"Describe the types of brands that you may find in a supermarket. Give an example of each along with the strategic role that it plays."*

Individual Assignment

The individual assignment is a marketing plan for a food product. The course client will introduce the requirements for this product to you in lecture 2. This lecture will NOT be recorded, so it is imperative that you are there!

In the following workshop you will be assigned to a workshop group with 3-4 members. You will work with this group in the following workshop exercises that support the assignment, which are listed below. Each workshop aligns with a discrete component of the assignment. NOTE: workshops are compulsory! The workshops are listed below.

Workshop 1 - Meet the product.

Workshop 2 - Idea generation, new product concept development and screening.

Workshop 3 - Secondary research and market observation.

Workshop 4 - Segmentation, targeting positioning, building a brand and market plan.

Workshop 5 - Product specifications for technical and production development.

Workshop 6 - Accessing the target market using traditional channels.

Workshop 7 - Accessing the market using internet channels.

Workshop 8 - Putting it all together, writing commercial reports.

The final output will be a 12 page report that will be completed as submitted by students INDIVIDUALLY.

Group Assignment

The group assignment is a presentation based on the individual reports prepared by the groups. As each group will have 3-4 reports 'in hand' this assignment is focusses purely on presentation skills. The task is to prepare a single group presentation based upon them. It is up to group to decide what material they present. It may be based upon a single report, or a combination of features of more than one. Workshop 9 is devoted to training groups on how commercial presentations are made. Workshop 9 requires a pre-workshop exercise to be conducted.

The groups must submit a 2-3 page presentation support document by E-mail to their tutor 24 hours before their presentation is due to be presented. This report is not graded separately, but forms an input to the assessment of the quality of the group's presentation. Presentations take place in front of both course lecturers in the time slots for Workshops 10 and 11. Feedback and grades will be returned in person within 24 hours.

Final examination

The final examination examines all material that is delivered in lectures 11 -25. This includes all associated readings, but NOT the assignments or the workshops. It also does not include material that was examined in the mid-term test. The final examination requires students to answer three questions of the six that will be set. The questions will be drawn from the course material in the same manner as the mid-term test. Note that the final, at two hours, allows slightly longer for each question than the mid-term test.

Assignment Submission Procedure

Written assignments are to be submitted by the deadline as a hard copy to a nominated location and as an electronic copy to Blackboard. The electronic copy is used for plagiarism detection. The hard copy is the definitive submission.

Electronic submission through TurnItIn

<https://help.otago.ac.nz/blackboard/assessing-your-students/turnitin/turnitin-for-students/>

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), 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	Mid-term test	Individual Assignment	Group assignment	Final exam	Total
1) What marketing is. What its position within a commercial organisation is and the nature of its relationship with other functions, including food science and technology.	3	0	0	0	3
2) What products are, what brands are, and in particular what categories are, as these are the primary strategic units of food marketing.	3	0	0	0	3
3) The nature and mechanics of food consumer learning and choice.	3	0	0	0	3
4) The three critical processes of segmentation, targeting and positioning, and how these relate to one another.	3	0	0	0	3
5) The various types of brands, their nature and how they are used in a competitive food market.	2	0	0	0	2
6) What channels are, and how they are used by food marketers to access their markets.	2	0	0	0	2
7) How food marketers communicate with their markets via the established tools of advertising and promotion.	2	0	0	0	2
8) The role of sales and the process of selling, plus the critical importance to food marketing of sales.	2	0	0	0	2
9) The nature, structure and purpose of a marketing plan.	0	0	0	5	5
10) The nature of the major traditional food markets: retail, foodservice and international/export.	0	0	0	5	5
11) How the Web has impacted food marketing, and how it can be used by the food marketers.	0	0	0	5	5
12) The nature and purpose of innovation in food markets.	0	6	2	5	13
13) The nature of food consumer needs, and their critical importance in defining the value of a market offering.	0	6	2	5	13
14) How Marketing contributes to the innovation process.	0	6	2	5	13
15) How marketing contributes to the new product development process.	0	6	2	5	13

16) The importance of research 'scoping' – the process of identifying which questions need to be asked when investigating the viability of a food market offering.	0	6	2	5	13
Total	20	30	10	40	100 %

Grading System

The grading scheme used at Otago is:

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

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

PART 1: Food marketing basics

Date	Activity	Description	Reading
6 Jul.	Lecture 1 RH	Marketing Introduction - What is marketing? How does marketing work with food scientists?	
9 Jul.	Lecture 2 G	Client briefing: Mr. Keven Gilbert 'Gilbert's Fine Foods. NOTE: This briefing will <u>NOT</u> be recorded on Otago Capture!	https://gilbertsfinefood.co.nz/
13 Jul.	Lecture 3 RH	How does a marketer define a product? How do products and services work together to create an offer?	Text, Chapter 1
16 Jul.	Lecture 4 RH	Brands and categories What is a brand – How does it differ from a product? What types of brands do you find within a market?	
15-16 Jul.	<i>W'shop 1</i> RH/EH	<i>Meet the product</i> - <i>The product/range that will be the basis of the marketing plan will be discussed. The broad objectives for the marketing plans to be developed will also be outlined at this point. Groups will be organised within the tutorials by the tutor (NOTE: groups only develop the presentation together for joint credit– Reports are prepared and assessed individually.)</i>	
20 Jul.	Lecture 5 RH	Categories & Markets What is a category – Why are categories important? How are categories managed?	Assigned reading 1. Text, Chapter 2
23 Jul.	Lecture 6 RH	Food consumer choice What's the difference between a low involvement and high involvement consumer decision? How does low involvement decision making work?	
22-23 Jul.	<i>W'shop 2</i> RH/EH	<i>Idea generation, new product concept development and screening.</i>	
27 Jul.	Lecture 7 EH	Market segmentation, targeting and positioning What is segmentation, targeting and positioning? How do 'segmentation, targeting and positioning work as a process?	Text, chapter 3
30 Jul.	Lecture 8 EH	Channels What is a marketing channel? What does it do? What are the major channels in food marketing?	
29 -30 Jul.	<i>W'shop 3</i> RH/EH	<i>Secondary research and market observation.</i>	N/A
3 Aug.	Lecture 9 RH	Advertising and Promotion What is advertising and what does it do? What is promotion and what does it do?	Text, Chapter 4
6 Aug.	Lecture 10 RH	Sales Why are sales critical? What is the selling process?	

5-6 Aug.	W'shop 4 RH/EH	<i>Segmentation, targeting positioning, building a brand and market plan.</i>	
6 Aug.	Mid-term test	2 of 4 questions, closed book, 1 hour, 7-8 pm - location T.B.A.	

PART 2 Managing Food Markets

Date	Activity	Description	Reading
10 Aug.	Lecture 11 RH	Marketing plans What is the purpose of a marketing plan? What is the structure of a marketing plan?	
13 Aug.	Lecture 12 RH	Retail food markets How are retail food markets structured? How is food marketed in a supermarket?	Assigned readings 2 & 3
12-13 Aug.	W'shop 5 RH/EH	<i>Product specifications for technical and production development.</i>	N/A
17 Aug.	Lecture 13 EH	Foodservice markets How are foodservice markets structured How is foodservice marketed – and marketed to?	Assigned Reading 4
20 Aug.	Lecture 14 EH	International markets How are international markets structured How is food marketed internationally?	
19-20 Aug.	W'shop 6 RH/EH	<i>Accessing the target market using traditional channels.</i>	
22 -30 Aug.		MID SEMESTER BREAK	N/A
31 Aug.	Lecture 15 RH	Internet marketing (1) How has the Internet changed food marketing? What are the major platforms of internet food marketing?	Text, Chapter 5
3 Sep.	Lecture 16 RH	Internet marketing (2) How do we use websites and Facebook pages to market food? How do we use social media to market food?	
2-3 Sep.	W'shop 7 RH/EH	<i>Accessing the market using internet channels.</i>	N/A

PART 3 Management of Innovation for Food Markets

Date	Activity	Description	Reading
7 Sep.	Lecture 17 EH	Innovation What is the product lifecycle? Why do we require food product innovation?	Text, Chapter 6
10 Sep.	Lecture 18 EH	Developing new products What is the new product development process? Why is the new product development process important?	
9-10 Sep.	W'shop 8 RH/EH	<i>Putting it all together, writing commercial reports.</i>	Assigned reading 5
14 Sep.	Lecture 19 EH	New product concepts	

		What is the structure of an effective new food product concept? How does the concept allow food marketers and technologists to work together more effectively?	
15 Sep.	Individual reports due	Individual reports due Tuesday 15 Sep. 4.00 pm. <i>Reports must be submitted electronically via Blackboard, and also as a hard copy.</i>	N/A
17 Sep.	Lecture 20 EH	New product specifications What is the product usage cycle? How is the product usage cycle used to develop new product specifications?	Text, Chapter 7
16-17 Sep.	W'shop 9 RH/EH	Commercial presentations - <i>How to design a commercial presentation that sells your idea effectively</i>	<i>Workshop preparation exercise.</i>
21 Sep.	Lecture 21 RH	Financial analysis and pricing How do we establish a 'base' price for a product? How can products be priced tactically?	
24 Sep.	Lecture 22 RH	Food product introduction and deletion How are food products introduced to the market? Why is product deletion an important adjunct to product introduction?	Assigned reading 6
23-24 Sep.	W10 Group present'ns. (Set 1)	Groups in Set 1 will present the marketing plans for their products in Workshop 10. <i>All students must attend, whether they are presenting or not.</i>	
28 Sep.	Lecture 23 RH	Market research in new food product development (1) What is the purpose of market research in food product development? How do we decide which market research questions to ask?	Assigned reading 7
1 Oct.	Lecture 24 RH	Market research in new food product development (2) What is secondary market research, and what is it used for? What is primary qualitative market research and what is it used for?	
30 Sep-1 Oct.	W11 Group present'ns. (Set 2)	Groups in Set 2 will present the marketing plans for their products in Workshop 11. <i>All students must attend, whether they are presenting or not.</i>	N/A
5 Oct.	Lecture 25 RH	Market research and new food product development (3) What is primary quantitative market research used for? What is a research plan?	Text, Chapter 8
7-8 Oct.	W'shop 12 RH/EH	Revision Q & A.	
8 Oct.	Lecture 26 RH/EH	Course round up	

Lectures end Friday 9 October, University Exam Period First Semester Begins Wednesday 14 October, Ends Saturday 7th November

Student Learning Support and Information

Student Charter

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

Guidelines for Learning at Otago

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

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

Student Learning Centre

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

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

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

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

Library Support

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

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

Māori Student Support

Kaiārahi Māori

Contact Rachel Sizemore

Email: kaiarahi.obs@otago.ac.nz

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

Pacific Islands' Student Academic Advisor

Warm Pacific Greetings

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

Email: esmay.eteuati@otago.ac.nz

Tel: 479 4756

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

Contact Kirsten at the following:

Email: kirsten.robertson@otago.ac.nz

Tel: 479 8451

Equity Advisor

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

Mathew Parackal

Email: mathew.parackal@otago.ac.nz

Tel: 479 7696

Student Feedback

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

Class Representatives

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

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

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

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

Concerns about the Course

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

Disclaimer

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

UNIVERSITY OF OTAGO
Policy on Student Internal Assessment

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

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

2. **Late Assignments** – Assignments received up to 24 hours after the deadline will have 10 marks deducted from the available grade for the piece of assessment (i.e. a 78% becomes a 68%). Assignments received between 24 - 48 hours after the deadline will have 20 marks deducted from the available grade. Assignments received 48 hours after the deadline will not be marked and there will be no grade given.

If you are required to submit both an electronic and hardcopy of your assignment both need to be submitted on time. If only one of the versions of your assignment (i.e., hardcopy or electronic) is submitted on time and the other version is submitted late then you will receive half of the penalty associated with the respective late submission.

3. **Extensions** – Extensions will be granted only in exceptional circumstances (eg. illness with supporting medical documentary evidence stating nature and length of impairment, family emergency, provincial or national representative activities) by the appropriate paper administrator.

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

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

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

5. **Academic Misconduct** – "Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism." Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.

For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.

6. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

The procedure to be followed is:

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

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

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

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

UNIVERSITY OF OTAGO
Policy for Special Consideration in Final Exams

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

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

Process

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

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

Deadline:

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

Please Note:

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

Absences

1. A student may be offered an aegrotat pass providing:
 - (a) their grade for internal assessment is C+ or better and
 - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2020 will be held on (date to be arranged), in the week prior to Semester Two commencement.

Special examinations for Semester Two 2020 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.