



BUSINESS SCHOOL
Te Kura Pakihi

MART 463 Food Marketing

COURSE OUTLINE

Semester One, 2021

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.....	5
Course Requirements.....	5
Quality Assurance.....	10
Learning Outcomes.....	11
Grading System.....	11
Course Calendar.....	13
Student Learning Support and Information.....	14
Student Charter.....	14
Guidelines for Learning at Otago.....	14
Student Learning Centre.....	14
Library Support.....	14
Māori Student Support.....	15
Pacific Islands’ Student Academic Advisor.....	15
Equity Advisor.....	15
Student Feedback.....	15
Class Representatives.....	15
Concerns about the Course.....	16
Disclaimer.....	16
Policy on Student Internal Assessment.....	17
Policy for Special Consideration in Final Exams.....	18

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.

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

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 Rob Hamlin
Office: OBS 420, Otago Business School
Email: rob.hamlin@otago.ac.nz
Office Hours: Please refer to Blackboard

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

All requests for late submissions of assignments should be addressed to Dr Mathew Parackal

Email: mathew.parackal@otago.ac.nz

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

Course Delivery

Lecture Day/Time: **Thursday 10:00-12:00**

Room: **OBS 4.26**

Every week students must attend **a one hour and fifty 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

MART463 is a 20 point paper. As a general guide, 1 point represents study in formal instruction or independent study for 12 hours, made up of a combination of lectures, laboratories, tutorials assignments and readings. As a result you should anticipate spending approximately 240 hours on this subject over the duration of the semester.

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/> 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 by assignments. All-important assessment information such as due dates and times, content, guidelines and so on will be discussed at lectures and, where appropriate, detailed on Blackboard. *Students are responsible for ensuring that they are aware of this information, keeping track of their own progress, and catching up on any missed classes.*

Assessment	Due date	% of final grade
Individual Essay	Thu. Mar. 25 th (4.00 pm)	25
Individual project report	Thu. May 13 th (4.00 pm)	50
Project presentation	Fri. May 28 th (TBA)	25

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 an individual Zoom presentation to the lecturer for 25% of the course grade.

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.*

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-writing>. You may consider a full reading of these two websites to be your first two assigned readings. This year the essay title is:

"The ENZA® branded apple is not the same thing as the Apple® brand"

You could base your essay on these consumer decision articles

Argyriou, E., & Melewar, T. C. (2011). Consumer attitudes revisited: a review of attitude theory in marketing research. *International Journal of Management Reviews*, 13(4), 431-451.

Gigerenzer, G. & Brighton, H. (2009) "Homo heuristics: Why biased minds make better inferences." *Topics in Cognitive Science* 1,1: 107-143.

Hilbig, B. E. & Richter, T. (2011) "Homo heuristicus outnumbered: Comment on Gigerenzer and Brighton (2009)." *Topics in Cognitive Science* 3,1: 187-196.

Scheibehenne, B., Miesler, L. and Todd, P.M. (2007). Fast and frugal food choices: Uncovering individual decision heuristics. *Appetite*, 49(3): 578-589.

Hamlin, R.P. (2010). Cue-based decision making. A new framework for understanding the uninvolved food consumer. *Appetite*, 55(1), pp.89-98.

And these mainstream brand theory articles – you can look for more if you need them

Jones, C. and Bonevac, D. (2013), "An evolved definition of the term 'brand': why branding has a branding problem", *Journal of Brand Strategy*, Vol. 2 No. 2, pp. 112-120.

Stern, B., 2006. What does brand Mean? Historical-Analysis Method and Construct Definition, *Journal of the Academy of Marketing Science*. Volume 34, No. 2, pages 216-223

Veloutsou C. & Delgado-Ballester E., 2018, "Guest Editorial: New Challenges in Brand Management", *Spanish Journal of Marketing*, Vol. 22 No. 3, pp. 254-271.

Veloutsou, C. & Guzmán, F., 2017, "The evolution of brand management thinking over the last 25 years as recorded in the *Journal of Product and Brand Management*", *Journal of Product and Brand Management*, Vol. 26, No. 1, pp. 2-12.

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. If you can't access any, I have pdf's.

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 citations 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 one of these articles might indicate the lecturer's position and the stance, and that you should take that stance too. However, this article is now more than seven 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 **Thursday 25th March at 4.00 pm.**

2) Individual client report (50%)

You are to create an integrated internet communications strategy and a set of concept communication blueprints designs for a client who will brief the class on **Thursday March 25th** in the class lecture slot. The clients this year are Kevin and Esther Gilbert of Gilbert's Fine Foods (<https://gilbertsfinefood.co.nz/>). The briefing will take place at their store in Mosgiel. Transport will be provided. These designs are to be handed in on **Thursday May 13th 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 the following week (Tuesday, May 18th).

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 the store's footprint (tangible environment) and traditional marketing communications 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?

Each student should then use their graded reports and feedback to produce a single set of designs and a short (5 pages max.) summary report for presentation to a Board. This board will consist of two

to three individuals who will listen to the student presentation. On **Thursday May 27th 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 E-mail box. This material will be distributed to the client/board that evening (Board = client, lecturer, plus 1 other). On **Friday, May 28th** you will present their strategy and designs to the clients and Board. The presentation will be for 15 minutes and 5-10 minutes for questioning. NOTE: The Board will assess the presentations and the reports as an integrated whole.

The 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. You 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.

Assignment Submission Procedure

All written assignment 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.

Assignment Submission Procedure (optional)

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 whatever the student prefers, as long as it is complete and consistent. 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	Assessment 1	Assessment 2	Assessment 3	Total
Understand the features that make food unique as a world consumer market.	10%			10%
Understand the nature of low involvement consumer learning and decision processes when applied to food products.	10%			10%
Understand how communications within the point of sale environment and elsewhere can be managed to influence these processes.	5%	10%	10%	25%
Develop a structured point of sale communication and design process for a specific food product		20%	15%	35%
Understand how food retailing is organised and the importance of category management		20%		20%
Total	25%	50%	25%	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

Lecture/ Tutorial Number	Week Commencing*	Topic	Reading
1	1 Mar	Course introduction & questions	
2	8 Mar	Food products: Why are they different? The retail food purchase decision process	
3	15 Mar	The retail food purchase decision process cont.	
4	22 Mar	The retail point of sale environment <i>(Project client briefing Thu. Mar 25th)</i>	
	25th Mar	<i>Individual assignment due into lecturer's pigeonhole, Thu. Mar 25th (4.00 pm)</i>	
5	29 Mar	Integrating point of sale and remote communications in food marketing.	
6	2-11 April	Mid Semester Break	
7	12 April	Food channels (1) – Domestic channels	
	19 April	Food channels (2) – International channels	
8	26 April	The internet as a food marketing tool (1)	
9	3 May	The internet as a food marketing tool (2)	
10	10 May	Food, politics, power and primary food producer issues – Companies and cooperatives	
	13th May	<i>Individual project reports and designs due into Lecturer's pigeonhole Thu. 13th May, 4.00 pm</i>	
11	17 May	Sales pitch, theory and practice	
12	24 May	Foodservice & restaurants (1)	
	27th May	<i>Group designs and supporting report due into Lecturer's pigeonhole Thu. May 27th 4.00 pm</i>	
	28th May	<i>Group presentations Fri. May 28th</i>	
13	31 May	Foodservice & restaurants (2)	

* First week of Semester 1 is ACADEMIC WEEK 9

Lectures end Friday 4 June
University Exam Period First Semester Begins Wednesday 9 June
Ends Wednesday 23 June

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/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.

Lecturers are **not** authorised to give extensions. **Only** the programme leader – Mathew Parackal should be approached for extensions.

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

4. **Academic Misconduct** – "Academic misconduct is seeking to gain for yourself, or assisting another person to gain, an academic advantage by deception or other unfair means. The most common form of academic misconduct is plagiarism." Plagiarism is the dishonest use of someone else's words, facts or ideas, without proper acknowledgement. Most students will include other people's ideas and information in their work and assignments - such material may be either quoted or digested and used by students. In either case, acknowledgement is essential.
For further information please refer to <http://www.otago.ac.nz/study/academicintegrity/index.html>.
5. **Problems with group work** – Where group work is set and a group is experiencing difficulties, the students should approach their tutor to try to resolve these differences. The tutor will counsel the group, or individuals from the group, on the procedures open to them to resolve group problems (the problem should be raised prior to the work being completed or handed in).

The procedure to be followed is:

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

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

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

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

UNIVERSITY OF OTAGO
Policy for Special Consideration in Final Exams

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

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

Process

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

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

Deadline:

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

Please Note:

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

Absences

1. A student may be offered an aegrotat pass providing:
 - (a) their grade for internal assessment is C+ or better and
 - (b) the internal grade they have achieved has contained a significant element of individual work as opposed to group assignments (25% of the total grade for the paper).
2. All other cases will be offered a special examination.
3. In some cases that qualify for an aegrotat, it may be relevant to offer the student the choice of an aegrotat or a special examination. For example aegrotats at any stage of the course can have a detrimental effect on a student's ability to qualify for scholarships.
4. Special examinations for Semester One 2021 will be held on (date to be arranged), in the week prior to Semester Two commencement.

Special examinations for Semester Two 2021 will be held on (date to be arranged), two weeks after cessation of official examination period.

Impaired Performance

1. If the student has no internal assessment there will be no adjustment to the exam mark and only an optional special will be offered.
2. If the student has internal assessment the examination mark may be adjusted by taking account of the discrepancy between the examination and internal marks, with particular attention to individual work for the student in comparison to that for the whole class.
3. In all other circumstances the student will be offered the choice of accepting this mark or sitting a special examination.
4. Once a student accepts to take a special examination the original examination mark is nullified and the result of the special examination replaces the original mark, even if it is lower. Any absence or impairment for the special examination must be covered using the same regulations as apply for normal university examinations.