

SCHOOL OF GOVERNMENT & SCHOOL OF ECONOMICS AND FINANCE

PUBL 303/ECON 307 – Public Sector Economics

2005 COURSE OUTLINE (Second Trimester Paper – 22 points)

Course Coordinators:	Assoc Prof Bob Stephens Rutherford House 825 (04) 463 – 5449 Bob.Stephens@vuw.ac.nz	Administrator:	Francine McGee RH 821, Rutherford House 04 463 – 6599 Francine.McGee@vuw.ac.nz
	Ms Cath Wallace Rutherford House 826 (04) 463 - 5713 Cath.Wallace@vuw.ac.nz		
Lecture Timetable:	Mon 10.30-12.20 RH LT3 Wed 10.30-11.20 RH LT3	Tutorials:	Wed 11.30-12.20, alternative Wednesdays RH LT3 Wed 1.40-2.30 RLWY 129

Note: Please ensure that e-mails use **ECON 307** or **PUBL 303** in the Subject Line Starter.

NOTICES

- Information relating to this course will be posted on Rutherford House Mezzanine floor noticeboards for both Economics and Public Policy.
- The Public Policy Administrative Assistant is Francine McGee, RH 821, Tel 463-6599. Or see staff in the School Office, 8th floor, Rutherford House.

ASSESSMENT

Essay 1,	Due	Friday August 12	25%
Essay 2,	Due	Friday September 23	25%
Final Exam		(October/November)	50%

Essay topics will be distributed during the year with the appropriate set of lectures.

MANDATORY COURSE REQUIREMENTS

Adequate performance in assignments, including any work for tutorials, plus attendance at 80% of tutorials.

COURSE AIMS AND OBJECTIVES

The major aim of the course is for students to understand the various economic approaches to public economics, especially the economic rationale for the degree of government involvement in the modern economy. The emphasis will be on microeconomic involvement, although it is recognised that each microeconomic policy has a macroeconomic impact. The course will provide the positive rationale for government involvement in a modern, developed economy, investigating the form of that involvement as well as the appropriate economic instruments. The course will also investigate the public choice critique of government provision and financing of economic policy.

The theory that is analysed in the course should enable students to evaluate continuing reforms of the state sector in New Zealand, and the changes in form, level and mode of operation of government involvement in the economy since 1984, including the post-1999 approach of social investment. Case studies on taxation, natural resources management, social security, and education will permit these issues to be considered in depth.

LEARNING OBJECTIVES

Students passing this 300 level course in Public Sector Economics should be able to:

1. Understand the important schools of thought within public economics and the economics of politics.
2. Explain the current level, form and methods of government involvement in the New Zealand economy.
3. Discuss the theoretical reasons for that involvement, and the appropriate design for economic instruments to achieve the economics objectives from involvement.
4. Evaluate the changes in theory that have resulted in public sector reform in New Zealand and overseas.
5. Discuss the extent to which there is a trade-off between equity and efficiency, and the degree of complementarity between efficiency and equity.
6. Use the concepts of efficiency and equity in the development of policies for the public sector.
7. Recognise the strengths and limitation so f schools of thought and economic theory for analysing policies in the public sector.
8. Use economic techniques to analyse policies in the public sector.
9. Recognise the importance of ideological viewpoints as well as economic theory in determining the

COURSE DETAILS

appropriate policy prescription.

Public economics provides and examination of the schools of thought on the economics of collective decision making and the public framework around private decisions. The course will begin with an exploration of the neoclassical paradigm and welfare economics and will explore other schools of thought

such as social choice, public choice, transactions cost and property rights approaches, institutionalism and ecological economics. It will assess theories of the role, mode and financing of the public sector in a modern mixed economy. Institutions and incentives are key issues. The perspective is primarily microeconomic, focusing on the scope, form, level and method of government involvement in the economy, as well as the appropriate methods of raising the necessary revenue to finance that expenditure.

Problems of collective choice and the frameworks for private choices are considered, along with an economic evaluation of the operation of government, including the incentives for various players including ministers and bureaucrats to achieve their objectives. A comparison of alternative economic instruments to achieve objectives will be undertaken. The structuring of government, its agencies, agency governance rules and other methods to ensure that pursuit of these objectives to achieve various perceptions of the public interest will be discussed. Attention is given to the effect of expenditure and financing decisions on resource allocation, income distribution, environmental and resource management.

These topics will be addressed from both a theoretical and applied perspective. The issues will be related to those currently relevant to the New Zealand public sector, although the experience of other countries will also be drawn upon. In 1005, attention will be given to investigating the theoretical reasons behind the changes in the method and organisation of the public sector in New Zealand, the economic analysis of taxation, including the reform of the tax system, recent changes in social security policy, the economics of education, and the environmental and natural resource economics and policy issues.

READINGS AND TEXTBOOKS

The textbook for the course is:

Connolly Sara & Alistair Munro (1999) Economics of the Public Sector, Prentice hall Europe
Supplementary readings will be specified for each section.

For the section on natural resource management, see also:

Daly, Herman E & Joshua Farley (2004) Ecological Economics: Principles and Applications, Island Press, Washington, ISBN 1-55963-312-3. xxvii + 454p.

and/or

Tietenberg, Tom (2003) Environmental and Natural Resource Economics, Addison-Wesley Longman, Reading Mass., 6th Edition.

These are in the bookshop and the library but there will be pressure on the library copies.

For the section on social security and education, Barr, N. (1998) The Economics of the Welfare State, Oxford, Oxford University Press (3rd ed.) will be used along with other readings.

Course Notes:

There are two volumes of course notes which can be obtained from VicBooks' Pipitea campus bookshop in Rutherford House. The first relates to Bob Stephen's material (Vol 1, \$20.30), the second to Cath Wallace's section of the course (Vol 2 \$18.10).

VicBooks advises the following in relation to obtaining the Course Notes:

Students have an array of options at their disposal to get their Notes with minimum hassles.
Students can...

- Use www.vicbooks.co.nz to purchase their Notes and have them either delivered to their home or put aside for them to collect at a time that suits them, or even have them sent to the other shop if it suits them to collect from another shop
- Email me on studentnotes@vicbooks.co.nz to arrange the best way to purchase their Notes
- Phone one of our shops to arrange for their Notes to be collected at the shop that best suits them.

LECTURE TOPICS AND LECTURERS

A. The Economics of the Public Sector

Associate Professor Bob Stephens

July 4, 6, 11 and 13

6 Lecture Hours, 2 Tutorials

The changing role, functions, financing and nature of the state in New Zealand. Neoclassical foundations and approaches to welfare economics. Collective and private choices. Microeconomic efficiency conditions, Pareto efficiency and optimality; market failure and the positive theory of the state – public goods, externalities, uncertainty, imperfect & asymmetric information. Alternative economic frameworks and the public sector. Equity and efficiency, distributive justice, merit goods.

Reading: Connolly Sara & Alistair Munro (1999) *Economics of the Public Sector*, Prentice Hall Europe – Chapters 1-7

Course Notes: Book 2

Barr, N. (1998) "Political Theory: Social Justice and the State". Ch. 3 of *The Economics of the Welfare State*, London, Weidenfeld and Nicholson, 3rd. ed.

Bailey, S. (1995) "The Economic Rationale for Government". Ch. 2 of *Public Sector Economics: Theory, Policy and Practice*, London, MacMillan.

Lawn, P (2003) "A theoretical foundation to support the Index of Sustainable Economic Welfare (ISEW), Genuine Progress Indicator (GPI) and other related indexes", *Ecological Economics* 44, pp. 105-118.

Stephens, R. (1999) "Economic and Social Policy: the Inter-relationship Between Equity and Efficiency" in Milne, D. and Savage, J. *Reporting Economics*, Wellington, NZ Journalists Training Organisation.

Bird, R. (1997) "User Charges: an Old Idea Revisited" in R. Krever (ed) *Tax Conversations*, Kluwer Law International.

Wilkinson, M. (1994) "Paying for public spending: is there a role for earmarked taxes" *Fiscal Studies*, 15 (4) Nov.

Also: Barr, N (1998) Ch. 4 and 5 of *The Economics of the Welfare State*, London, Weidenfeld and Nicholson, 3rd. ed.

B. The Economics of Politics

Associate Professor Bob Stephens

July 18 and 20

3 Lecture hours, 1 Tutorial

Social and public choice; demand and supply side problems with government and collective choice mechanisms. Theories of the state: social choice theory (Arrow) and others; demand for publicly provided goods – voter-consumers and vote maximising politicians; supply of publicly provided goods and services and government failures. Niskanen and the budget maximizing bureau. The new institutional economics, agency theory, transaction costs analysis, Williamson's theory of organisations and recent developments in managerial economics, public choice theory.

Reading: Connolly Sara & Alistair Munro (1999) *Economics of the Public Sector* – Chapters 8 & 9

Course Notes: Book 1

Le Grand, J. (1991) "The Theory of Government Failure" *British Journal of Political Science*.

Self, P. (1993) "Economic Interpretations of Politics". Ch. 1 of *Government by the Market? The Politics of Public Choice*, Basingstoke, MacMillan.

Also: Brown, C. and Jackson, P. (1990) *Public Sector Economics* (4th ed.) Oxford, Blackwell, Ch. 4 and 7.

C. Natural Resource Economics

Ms. Cath Wallace

July 25 and 27, August 1, 3, 8 and 10

9 Lecture hours, 3 Tutorials

The environment as an asset providing divisible and indivisible services. Consumption, supply and resource characteristics; renewable resources – static analysis. Problems of intertemporal allocation and scarcity; information and irreversibility; preservation values. Fisheries resource management, property rights and institutional fisheries; market and non-market valuation of costs and benefits.

Reading: Connolly Sara & Alistair Munro (1999) *Economics of the Public Sector*, Prentice Hall Europe, Chapter 23

Course Notes: Book 2

Plus:

Daly, Herman E & Joshua Farley (2004) *Ecological Economics: Principles and Applications*, Island Press, Washington, ISBN 1-55963-312-3. xxvii + 454p. and/or

Tietenberg, Tom (2003) *Environmental and Natural Resource Economics*, Addison-Wesley Longman, Reading Mass., 6th Edition.

Bromley, D. (ed.) *The Handbook of Environmental Economics*, Blackwell

Jansson, A M, Hammer, M., Folke, C. and Costanza, R. (1994) *Investing in Natural Capital: The Ecological Approach to Sustainability*, Island Press, Washington, DC, pp. 1-20.

Perman, R., Ma, Y., McGilvray, J. and Common, M. (1999) 'Concepts of Sustainability' in *Natural Resource and Environmental Economics*, 2nd ed. Longman, New York, pp. 51-78.

<< 15 August – 28 August – Mid Semester Break – No Classes >>

D. Taxation, Theory and Reform

Associate Professor Bob Stephens

August 29 and 31, September 5, 7, 12, and 14

9 Lecture hours, 3 Tutorials

Financing public expenditure and the role, size and scope of the state in New Zealand. Objectives of taxation, tax criteria and tax classifications; changes in the structure of taxation in New Zealand; expenditure or income as the tax base; personal income tax, goods and services tax, fringe benefit tax; tax reform in New Zealand, its economic and distributional impact.

Reading: Connolly Sara & Alistair Munro (1999) *Economics of the Public Sector*, Prentice Hall Europe, Chapters 10, 11 and 13.

Course Notes: Book 1

Stephens, R. (1993) "Radical Tax Reform in New Zealand", *Fiscal Studies*, Vol. 14 (3), p. 45-63.

Diewert, E. and D. Lawrence (1995) "The Excess Burden of Taxation in New Zealand", *Agenda*, Vol. 2(1), pp. 27-34.

Stephens, R. (2001) "The Goods and Services Tax in New Zealand: Economic Saviour or Social Injustice?" in Smith, R. (ed.) *On the Way to the GST: critical analysis of proposals for tax reform in Australia in 1999*, Melbourne, Centre for Public Policy.

Brown, C. and Jackson, P. (1990) "Partial Equilibrium Analysis of Taxation II: Modelling the Economic Effects of Tax Policy" in *Public Sector Economics*, Blackwell, 4th ed.

Tax Review (2001) *Taxation Issues*, Wellington, The Treasury.

Also: Brown, C. and Jackson, P. (1990) *Public Sector Economics*, (4th ed.) Oxford Blackwell, Ch. 10-12, 16-17, 20.

E. Social Security

Associate Professor Bob Stephens

September 19, 21, 26 and 28

6 Lecture hours, 2 Tutorials

Objectives of social security, impact of changing perspectives on human motivation, labour supply incentive effects, benefit dependency arguments, poverty, economics of pensions with an ageing population.

Reading: Connolly Sara & Alistair Munro (1999) *Economics of the Public Sector*, Prentice Hall Europe, Chapters 14-18.

Course Notes: Book 1

Stephens, R. (1999) "Poverty, Family Finances and Social Security" in Boston, J., Dalziel, P. and St. John, S. (eds.) *Redesigning the Welfare State in New Zealand*, Auckland, Oxford University Press.

Stephens, R. (2001) "Social Policy and Benefit Reform" *mimeo*, paper presented to an IIR Conference, October, Wellington.

Barr, N. (2000) "The Fundamentals of Social Security", *Social Security Journal*.

Also: Barr, N. (1998) *The Economics of the Welfare State*, Oxford, Oxford University Press (3rd ed.), Ch. 6, 8-11.

F. Economics of Education

Associate Professor Bob Stephens

October 3 and 5

3 Lecture hours, 1 Tutorial

Social needs, human capital and workforce planning approaches to allocation of resources to education; rates of return on human capital; fees, loans and tertiary participation.

Reading: Connolly Sara & Alistair Munro (1999) *Economics of the Public Sector*, Prentice Hall Europe, Chapter 20.

Course Notes: Book 1

Stephens, R. (1996) "Human Capital Theory, Practice and Measurement", *Victoria Economic Commentaries*, Vol. 13(1), pp. 28-33.

Maani, S. (1997) *Investing in Minds: The Economics of Higher Education in New Zealand*, Wellington, Institute of Policy Studies, Cha. 7.

Also: Barr, N. (1998) *The Economics of the Welfare State*, Oxford, Oxford University Press (3rd ed.), Ch. 13.

October – November Exam – date to be advised

SOME KEY TEXTS AND READINGS

- Atkinson A. ed. (1991) Modern Public Finance, Vol I & II, Cambridge, Elgar Reference.
- Atkinson, A and Stiglitz, J, (1980) Lectures on Public Economics, London, McGraw-Hill.
- Auerbach, A and Feldstein, M eds. (1985) Handbook of Public Economics, Vol. I – III Amsterdam, North-Holland.
- Bailey, S (1994) Public Sector Economics, Basingstoke, MacMillan
- Barr, N (1998) The Economics of the Welfare State, London, Weidenfeld and Nicholson. 3rd ed.
- Brown, C.V. and P.M. Jackson (1990) Public Sector Economics (4th ed), Oxford, Basil Blackwell.
- Carling, Alan (1995) "The Paradox of Voting and the Theory of Social Evolution", in Dowd, K. and D. King (eds.) Preferences, Institutions and the Rational Choice, OUP, NY.
- Cullis, J and Jones, P (1987) Microeconomics and the Public Economy: A Defence of the Leviathan, Oxford, Basil Blackwell.
- Cullis, J and Jones, P (1992) Public Finance and Public Choice: analytical perspectives, London, McGraw-Hill.
- Devereux, M ed (1996) The Economics of Tax Policy, Oxford, OUP.
- Foldvary, Fred (1996) Beyond Neoclassical Economics: Heterodox Approaches to Economics Theory, Edward Elgar, esp. chaps 1 & 2.
- Hare, P ed. (1988) Surveys in Public Sector Economics, Oxford, Basil Blackwell.
- Holcombe, R (1988) Public Sector Economics, Belmont, Wadsworth.
- Jackson, P. M (1993) Current Issues in Public Sector Economics, Basingstoke, MacMillan.
- Knapp, M (1994) The Economics of Social Care, Basingstoke, MacMillan.
- Le Grand, Julian (1997) 'Knights, Knaves or Pawns? Human Behaviour and Social Policy', *Journal of Social Policy* 26, 2, p149-169.
- Milgrom, P & J Roberts (1992) Economics, Organisation and Management, Prentice Hall.
- Miller, Gary J (1997) The Impact of Economics on contemporary Political Science, *Journal of Economic Literature*, Vol XXXV (Sept 1997) pp 1173-1204
- Millward, R, Parker, D, Rosenthal, L, Sumner, M, and Topham, N (1983) Public Sector Economics, London, Longman
- Musgrave, R A and Musgrave P B (1989) Public Finance in Theory and Practice (5th ed), New York, McGraw Hill.
- Mueller, D (1989) Public Choice II, Cambridge, Cambridge UP.
- Myles G (1994) Public Economics, Cambridge, Cambridge UP.
- Pearce, D.W. and Turner, K.C. (1991) The Economics of Natural Resources and the Environment, Wheatsheaf.
- Randall, A (1987) Resource Economics (2nd ed) Ohio, John Wiley & Son.
- Rosen, H (1999) Public Finance (5th ed), Homewood, Irwin.
- Schokkaert, Erik (1992) The Economics of Distributive Justice, Welfare and Freedom, Chapt 3 in Scherer, Klaus R (ed) 1992) Justice: Interdisciplinary Perspectives, Cambridge UP.
- Self, P (1993) Government by the Market? The Politics of Collective Choice, MacMillan.
- Stevens, J (1993) The Economics of Collective Choice, Boulder, Westview Publishing.
- Stiglitz, J E (1999) Economics of the Public Sector (3rd ed.), Princeton.
- Trotman-Dickenson, D I (1996) The Economics of the Public Sector Houndsmill, MacMillan.
- Whyne, D K and Bowles, R A (1981) The Economic theory of the State, Martin Robertson.
- Winer, S. and Shibata, H. (eds.) (2002) Political Economy and Public Finance, Cheltenham, Edward Elgar.

Separate readings for each part of the course will be provided.

NOTE ON WORKLOAD

This course represents one-third of a normal full-time course load. It would thus require on average about 10-12 hours of self-study per week, plus two hours of class time.

EXTENSIONS AND PENALTIES

Extensions may be granted to those who meet the University's aegrotat rules (e.g. medical certificate, or personal bereavement, or critical personal circumstances involving the health of a close relative or personal circumstance beyond your control). If you are having troubles let Bob Stephens or Cath Wallace know – confidentiality is guaranteed.

Essays not subject to extensions and not handed in by the due date or by the date of an extension will have their mark out of 100 reduced by 3 percentage points for each day that the essay is late. Please pass in any late essays to the lecturer concerned or to the Administration Assistant at the School of Government, so that the time and date it was received can be recorded. Essays handed in more than 5 days after the due date or after the date of an extension will not be accepted unless there are special circumstances. Essays significantly over the required length will be returned for the student to rewrite.

NOTE: Plagiarism is not acceptable in any form in this course. Plagiarism takes many forms and includes:

- deliberately copying another student's work;
- copying directly from textbooks and other sources without using quotation marks and acknowledging the source of the quote;
- not acknowledging the sources you have used in your work (i.e. cite all references);
- re-submitting an assignment used in one course as an original piece of work for another course.

Work that shows evidence of plagiarism will be penalised in line with the seriousness of the case. This may involve work being returned unmarked. In extreme cases, University academic disciplinary procedures may be invoked.

CRITERIA USED TO ASSESS WORK

In-course work and examinations are intended to assess the student's capabilities in terms of:

Scholarship: What depth of knowledge and understanding of the field, including the leading lines of schools of thought and the main contributors, is displayed?

Coverage of Topic: Has the material been covered comprehensively, but with discrimination of what is importance and relevant?

Depth and coherence of analysis: does the work indicate that the student has accurately interpreted the information available, has considered critically the various viewpoints, understands the topic?

Quality of argument: Is the work logical, coherent, rigorous and internally consistent? Are arguments clearly put and counterarguments anticipated, examined, accepted or rebutted? Does the reader have confidence that the analysis and conclusions drawn are reliable and accurate? Are assertions supported by argument, authority or evidence (or all three)?

Clarity of Expression: Can the student convey ideas and conclusions clearly and with concision and precision? Is the writing lucid, so that the reader does not have to re-read or re-interpret it to understand it?

Use of readings and supplementary materials: Does the work draw on readings supplied or recommended by the lecturer, and on other material located by students at their own initiative?

Technical presentation: Is the student able to write good English, spell correctly, lay our work clearly, and make effective use of graphics and tabulations? Are instructions followed regarding format? Is referencing accurate and complete to a standard format?

Originality: Is there evidence of original and critical thinking on the part of the student, in addition to merely reporting the views of others, describing or summarising?

Intellectual Honesty

A high standard of intellectual honesty is required in all the work in this course.

Presentation of work

All in-course written assignments should be typed, with 1.5 line spacing and with a 2cm margin for comments. Ensure your name and course is clearly marked on the front. PLEASE DO NOT USE PRSENTATION FOLDERS OR BINDINGS. Please staple pages at top left.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES

Railway West Wing (RWW) – FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) – FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building – it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice
- Information concerning administrative and academic matters
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests)
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

STUDENT CONDUCT AND STAFF CONDUCT

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

ACADEMIC GRIEVANCES

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: www.vuw.ac.nz/policy/AcadmicGrievances.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.'

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/StudentConduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

STUDENTS WITH DISABILITIES

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities and equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463 – 6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

STUDENT SUPPORT

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Co-ordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.

MAORI AND PACIFIC MENTORING PROGRAMME (MANAAKI PIHIHINGA)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments
- Regular skill-based workshops with a learning adviser from Student Learning Support Services
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Ph: 463 6015 or Email: Maori-Pacific-Mentoring@vuw.ac.nz