

School of Government

STRA 509 TERRORISM AND COUNTER-TERRORISM (15 Points)

Trimester Two 2006

COURSE OUTLINE

Contact Details

Course Co-ordinator: **Associate Professor James Veitch**
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Lecturer:

Since the inception of this course at Victoria University, there have been different lecturers. Dr Rohan Gunaratna delivered the inaugural lecture series within the Religious Studies Programme in the Faculty of Humanities and Social Sciences, and returned on two further occasions to run the course, once within Religious Studies and the second time with the School of Government.

He was followed last year by Dr Kumar Ramakrishna from Nanyang University in Singapore.

This year the course presenter is Malcolm Nance.

Malcolm delivered a series of lectures on this theme at Macquarie University in 2005 and visited New Zealand en route to Australia.

Given the situation in the world at the present time - the conflict between Israel and Hezbollah, the bomb plot in London, the near civil war in Iraq, the uncertainty of events round the role of Iran, the resurgence

of the Taliban in Afghanistan, and continuing tense situations in South and South East Asia - this course continues to be one of the most significant offered in the programme.

Malcolm is a 20-year veteran of the US intelligence community's Combating Terrorism program and a five year veteran of the Global War on Terrorism. He is a combat veteran who has served as a field intelligence collections operator, cryptologist, analyst and interrogator. He spent his first 17 years deploying on anti-terrorism and counter-terrorism intelligence operations in the Balkans, Middle East and Sub-Saharan Africa in direct support to the Special Operations Command and the principle agencies of the US Intelligence Community. He has eye witnessed numerous terrorist incidents and participated in response operations, from the two American Embassy and US Marine Barracks bombings in Beirut, Lebanon; the TWA 847 hijacking; the *Achille Lauro* hijacking, the Libyan Air Raid, the first Gulf War, the War in the Balkans, the millennium bomb plot, the attack on the *USS Cole* and the September 11th attacks, and over 120 suicide bombings in Iraq.

He served his last four years as a master instructor at the US Navy Survival, Evasion, Resistance and Escape (SERE) School in California where he trained Special Operations personnel at the Advanced Terrorism, Abduction and Hostage Survival School (ATAHS) to resist terrorist abduction, assassination attempts, torture, exploitation and techniques to escape captivity. Between 1997 and 2001, he created and led the official terrorism training team simulating the Al Qaeda organization.

In the Global War on Terrorism, he served in Afghanistan, where he conducted intelligence operations in Nangahar province (Jalalabad - Tora Bora) and served over a year in Iraq as a security director at the headquarters of the Coalition Provisional Authority in Baghdad. There he trained Iraqi forces in counter-insurgent warfare and studied the Iraqi resistance and Al Qaeda's involvement in the insurgency. He is a renowned public speaker and lecturer in terrorism and a FOX News International counter-terrorism analysts on Al Qaeda tactics. He is regularly interviewed by the Times of London, the Guardian, the Sydney Morning Herald, International Herald Tribune, and the Daily Telegraph.

Course Dates, Times and Location

This is an **intensive** course.

It runs from **Tuesday 19 to Friday 22 September 2006** (inclusive). Classes start at 9.00am and finish at 5.00pm each day, except on Day 4 when the course will conclude at 4.00pm.

The course will be held on the Pipitea Campus of Victoria University of Wellington. You will be advised of your classroom, one week prior to the course, by email.

Note

The details about the course, which follow, have been written and prepared by Malcolm Nance. If you need to contact him, his email address is mwnance@hotmail.com. Please cc your email to the course coordinator at jim.veitch@vuw.ac.nz

Course Objectives

At the end of this course, you should have an understanding of the following:

- the terrorist groups that could strike within New Zealand or that have the reach to impact NZ interests and allies world-wide

- the history of terrorism and the context of the selection of terrorist tactics as a tool of political violence
- the political and religious philosophies of traditional terrorist groups
- the meaning and dissection of the global definitions of terrorism
- the nature and composition of terrorist groups including the recruitment, training and tradecraft necessary for deployment
- the weapons, attack systems, combat tactics, techniques and procedures of terrorist operatives
- the strategies of terrorist groups and leadership
- the 10 steps necessary for the successful execution of a terrorist attack
- the pre-incident intelligence indicators for specialized terrorist attacks including transport, maritime and aviation attacks

Course Overview

TLO 1.0

- ELO 1.1 Introduce the Skills Profile of Terrorist Groups
- ELO 1.2 Introduce a detailed review of Terrorist Groups

TLO 2.0 Recognize and identify the training and tradecraft curriculum of the terrorist operative

- ELO 2.1 Terrorist Recruiting and Selection
- ELO 2.2 Terrorist Training Curriculum

TLO 3.0 Define the core aspects of the concept of “Terrorism”

- ELO 3.1 Introduce the international definitions of terrorism
- ELO 3.2 Discuss the popular perceptions and misperceptions of terrorism

TLO 4.0 Recognize the major historical events in the history of terrorism

- ELO 4.1 History of Terrorism
- ELO 4.2 Identify the eight historical periods of terrorism

TLO 5.0 Recognize the major political and religious ideologies that terrorists espouse

- ELO 5.1 Discuss Terrorist Logic and Motivation
- ELO 5.2 Introduce Historical Philosophies of Terrorist groups
- ELO 5.3 Understand the history and profiles of global suicide/martyrdom bombing
- ELO 5.4 Discuss and recognize the traits and operational characteristics for suicide/martyrdom bombing
- ELO 5.5 Demonstrate the proper anti-SVBIED/SPBIED responses to defend a facility against suicide bombers

TLO 6.0 Understand the common organizational structures, roles and tradecraft of terrorist groups

- ELO 6.1 Understand Traditional Areas of Operation for Terrorists
- ELO 6.2 Identify Terrorist Leadership Philosophies
- ELO 6.3 Identify the Traditional sources of support
- ELO 6.4 Review International Terrorist Groups: Leadership, Structure and Training
- ELO 6.5 Describe the types of terrorist cells and the respective roles of each cell member
- ELO 6.6 Identify the characteristics of terrorist safe houses
- ELO 6.7 Understand the terrorism intelligence collection process

TLO 7.0 Understand the tactical strategies of terrorist Groups

- ELO 7.1 Describe terrorist operations and the target selection process
- ELO 7.2 Understand the strategic and tactical strategies of terrorist operations and the target selection process
- ELO 7.3 Apply the Organizational Knowledge in a Simulated Terrorist Operation

TLO 8.0 Identify conventional and unconventional terrorist weapons

- ELO 8.1 Team Assemble a simulated SPBIED explosive device (INERT)
- ELO 8.2 Identify the primary weapons and tactics principally associated with global Islamic extremists

TLO 9.0 Identify the 20 terrorist tactics that represent the “Point of Failure”

TLO 10.0 Understand the New Zealand Government position and capabilities related to combating terrorism as it applies both internally and externally to the nation.

Course Content

The course will be conducted from Tuesday 19 to Friday 22 September 2006 in ten sessions. Each of the ten one - two hour sessions will consist of a lecture (supported by PowerPoint) and discussion periods. In-class exercises will also be programmed in some of the components requiring participants to undertake individual or group tasks, which will count towards the student's final results. On a number of occasions, digital videos covering issues of particular relevance to the course will also be shown. Please note that the programme may vary in theme and in the time frame from the printed version below.

Readings

There is a large amount of reading associated with this course. **You should come prepared to use your evenings reading.**

A student manual and a supplemental reading manual will be delivered to the student on the first day of the course. These are to be read in conjunction with the course.

The readings are entitled: *The Terrorist's View - Student Reading* and *Terrorist operations & Anti-Terrorism Intelligence - Risks to New Zealand*.

Both texts have been prepared for the course by Malcolm Nance and are copyrighted to Malcolm and his company. There are restrictions on the use of both texts.

It will be assumed that students will, at least, have read the essential readings at the end of each academic day. However, students are not expected to have studied all the papers in detail.

The selection of which papers to concentrate on will be determined by each student as he/she decides on the topics to be covered in his/her project and essay.

You are encouraged to read in preparation for the course a general overview by Rand Corporation research Professor Bruce Hoffman, *Inside Terrorism* (latest edition May 2006) and from one of Israel's foremost experts, Boaz Ganor, *The Counter Terrorism Puzzle - A guide for Decision Makers*.

You can buy both from Amazon.com (go to the Ganor book first for a package deal).

The Daily Programme

Day 1 Terrorist Operative Intelligence	0900-1000	Welcome & Personal Introductions
	1000-1100	Class objectives, course overview, outline of assessment requirements Discussion: Opinions on Terror Risk to NZ
	1100-1200	1 - History of Terrorism and Political Violence
	1200-1300	Lunch
	1300-1500	1a - Ideology, Philosophy, Beliefs & Culture
	1500-1700	2 - Classes of Terrorist Operative by Skill Level & Recruitment and Training 2a - Intelligence Profiling Terrorist Operatives 3 - Terrorist Group Organization Models
<i>Homework Reading Assignment: TBD</i>		

Day 2 Terrorist Organizations and Roles	0900-1100	4 - Cell Structures, Duties and Roles
	1100-1200	5 - Strategies & Target Selection
	1200-1300	Lunch
	1300-1400	5a - Nexus of Criminal & Terror Logistics, Safe houses
	1400-1700	5b - TC5I - Terrorist Covert Command, Control, Communications, Computers & Intelligence 6 - Terrorist Surveillance & Operational Counter-Surveillance 7 - The Ten Stages of Attack Planning & Execution 8 - Terrorist Operations & Mission Specific Tactics 9 - Suicide/Martyrdom Attacks / Videos: Global Martyrdom Attacks
	<i>Homework Assignment: NZ Government Response and Management Plan Development</i>	

Day 3 Discussions and NZ Crisis Simulation	0900-1200	Discussion: <ul style="list-style-type: none"> ▪ External and Internal Threats to New Zealand ▪ NZ Anti-Terrorism Suppression Act ▪ Integration with US/UK/AUS efforts ▪ Civil Liberties in Combating Terrorism 10 - Crisis & Response Management simulation – Simulation Rules & Roles
	1200-1300	Lunch
	1300-1500	Introduction Briefing on Crisis - Selection and Development of Response
	1500-1700	Role Playing: “Crisis in NZ”
<i>Homework Assignment: Develop Viable Simulated Crisis Plan</i>		

Day 4 Operations and Tactics, Practicum	0900-1000	Practicum Final: Student Briefings of Simulated Crisis Plans
	1000-1200	Final Written Assignment
	1200-1300	Lunch
	1300-1500	Feedback on assignment
	1500-1600	Student Critiques & Finish

Course details

1: The Fundamentals of Terrorism – History of Terrorism and Political Violence

Key questions

1. What common factors constitute the major definitions of terrorism globally?
2. What acts of civil disobedience do not constitute terrorism?

3. How is the definition of terrorism being used to hinder democratic forces or human rights globally?
4. What are the key differences in the definitions of anti-terrorism and counter-terrorism?
5. In the history of terrorism, which period is best described as the birth of modern political violence?
6. Which trans-national terrorist group preceded the advent of modern Islamic fundamentalist terrorism by several centuries? Which tactics did they present which equates to modern terrorist tradecraft?
7. Which of the revolutionary terrorist groups of the 9th century established explosive bombing and political assassination as a fundamental operational tool?
8. How did 19th century terrorism find expression in the minds of writers in its period? Which famous novels of the 19th century used terrorists or counter-terrorist operations as the basis of their work?
9. Sergei Nachayev was considered the father of modern revolutionary political violence. Which of his strategies inspired terrorist and dictators of the 20th century?
10. The assassination of which American President caused the deportation of tens of thousands of immigrants from the United States? Which political philosophy did the assassin espouse?
11. How did the hierarchical structure of Lenin's organization lend itself to creating a new form of terrorism?
12. Describe the principle components of how modern news media contributes to terrorist planning and actions.
13. What is the terminal objective of the Al Qaeda organization and its leader, Osama Bin Laden?
14. Name the four categories of political philosophy related to terrorism.
15. What are the four factors that all terrorist organizational philosophies have in common?
16. Describe the elements of destabilization that have been introduced to the world in the aftermath of the invasion of Iraq in 2003?

Presentation

Power Point presentation will be made available. It is anticipated that the lecturer on this topic will provide additional material specifically relevant to expanding the student's knowledge of the fundamentals of political violence and its impact on New Zealand.

Readings

Essential reading

Student Manual, *Section 2 - What the Terrorist Believes*, Terrorist Recognition Handbook, November 2003, pp. 33-41

Supplementary reading

To be advised.

2: The Fundamentals of Terrorism – Terrorist Organization and Roles / Intelligence Profiling

Key questions

1. Describe the five classes of terrorist operative as identified by operational skills levels.
2. What are the advantages of the intelligence-based approach to anti-terrorism as opposed to the stereotype approach?
3. Define the key factors that constitute the definition of a terrorist?
4. Detail the key characteristics of a government-trained professional terrorist.
5. Why do the resources of a Class-1 Terrorist Operative significantly better the chances of a successful political attack using terrorism?
6. The *Al Qaeda in Iraq* group is an example of which class of terrorist operative?

7. Which class of terrorist operative utilizes the most predictable combat skills in terrorist actions?
8. How does inter-action between classes of terrorist operative increases operational capability?
9. What are the fundamental characteristics of terrorist trainees globally?
10. What is the process and sequence of the Al Qaeda cycle of recruitment and deployment?
11. What are the pre-incident intelligence indicators of terrorist internal training?
12. What are categories of advanced survival and tradecraft training for terrorist leaders?

Presentation

Power Point presentation will be made available. It is anticipated that the lecturer on this topic will provide additional material specifically relevant to expanding the student's knowledge of the fundamentals of political violence and its impact on New Zealand.

Readings

Essential reading

Student Manual, *Classifying Terrorist Groups By Skill Level*, Terrorist Recognition Handbook, November 2003, pp. 9-23

Supplementary

To be advised.

3: Terrorist Group Organization Models

Key questions

1. What are the common organizational characteristics of a terrorist group?
2. What are the three common organizational structures of the terrorist membership?
3. What are the three sources of financial and operational support for terrorist groups?
4. What are the advantages of a hierarchical terrorist organization?
5. What are the advantages of a networked terrorist organization?
6. What is a node?
7. What are the four types of terrorist/criminal networks?
8. What are the advantages of an "all channel" network?
9. What are the four categories of the terrorist organizational support pyramid?
10. Which level of terrorist leader has operational control of terrorist activities?

Presentation

PowerPoint presentation will be made available. It is anticipated that the lecturer on this topic will provide additional material specifically relevant to New Zealand initiatives in this area.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, November 2003, pp. 42-47

Supplementary

To be advised.

4: Terrorist Cell Structure, Duties and Roles

Key questions

1. Which historical terrorist organization formalized the cell-system in its doctrine?
2. Describe the meaning of the term “cut-out” as it applies to terrorist cell communications?
3. How many members historically combine to create a terrorist cell?
4. Which of the terrorist cells is usually comprised of the most experienced operatives?
5. Which terrorist cell makes the final decision about when and which target to strike?
6. In which circumstances would a terrorist group desire to use multiple cells operating in the same area?
7. What are the five branches of a terrorist intelligence cell?

Presentation

Power Point presentation will be made available.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, July 2006, pp. 48-55

Supplementary

To be advised.

5: Terrorist Strategies & Target Selection / Logistics, Safehouses & Covert Communications

Key questions

1. What are the eight main strategic objectives of terrorism?
2. What are the four tactical objectives of terrorism?
3. What is the purpose of terrorist misdirection strategy?
4. What is the purpose of terrorist hoax strategies?
5. What is the fundamental strategy consideration when a terrorist targeteer assesses the suitability of a target?
6. What are the two general categories of a terrorist target’s security posture?
7. A terrorist attack on the Prime Minister’s Office or senior staff fits what class of terrorist attacks?
8. What is an example of a high-payoff target?
9. What is a safe house?
10. Taking into account current NZ laws and criminal activity, which type of terrorist attack could be effected using the most common locally produced or acquired materials through criminal means?
11. How do terrorist logistics requirements expose the group to detection by local police forces?
12. What purposes and platforms do panel vans and larger trucks provide to terrorist groups?
13. What forms of legal flight support could a terrorist group based in Australasia use to effect logistics?
14. What are the three purposes to which terrorist computer usage could be applied?

15. What forms of covert communications methods terrorist groups have demonstrated?

Presentation

Power Point presentation will be made available.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, July 2006, pp. 56-63

Supplementary

To be advised.

6: Identifying Terrorist Surveillance & Counter-Surveillance

Key questions

1. What is the purpose of terrorist surveillance?
2. Which methods of infiltration do terrorist surveillance teams employ?
3. Which counter-surveillance technique assists in the detection of terrorist surveillance by analysis of observation of trends in pedestrian traffic?
4. What method best describes the goal terrorists strive for to differentiate activities that need to be seen as routine?
5. What is action is best taken when there is a belief that surveillance is being carried out on a facility?

Presentation

Power Point presentation will be made available.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, July 2006, pp.

Supplementary

To be advised

7: The Ten Stages of Attack Planning & Execution

Key questions

1. What are the ten stages of terrorist attack planning?
2. Which stage is a terrorist group most likely to be detected and their plan stopped?

Presentation

Power Point presentation will be made available.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, July 2006, p. 115

Supplementary

To be advised.

8: Terrorist Operations & Mission Specific Tactics

Key questions

1. What are the three components of special cultural survival skills necessary for terrorists designated to penetrate another society?
2. What is the difference between “clean” and “dirty” terrorist operatives?
3. What are the reasons for the selection of “clean” identity operatives?
4. What are the intelligence indicators that a “dirty” terrorist operative may be detected when crossing political borders?
5. How does the NZ island chain facilitate/hinder the infiltration of “dirty” terrorist operatives?

Presentation

Power Point presentation will be made available.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, July 2006, pp. 105-108

Supplementary

To be advised.

9: Identifying and Deterring Suicide / Martyrdom Attacks

Key questions

1. What is the difference between a suicide attack, a suicide mission and a martyrdom attack/mission?
2. Why is the political usage of the phrase “homicide attack” to describe martyrdom missions in the Middle East a misnomer?
3. Why is an extremely disturbed person who carries out a suicide mission using terrorist tactics not considered a terrorist?
4. What method of deterring suicide bombers is proven most successful?
5. What is the most critical of the five key factors in deterring a suicide bomber?
6. What are some of the pre-incident intelligence indicators that a safe house has been used to prepare and launch a suicide/martyrdom attack?
7. What are some of the pre-incident behavioural indicators of an individual in the last stages of preparing to execute a suicide/martyrdom attack?

8. What are some of the pre-incident intelligence indicators of a suicide/martyrdom attacker while enroute to his/her target?
9. When performing an in extremis response to a suicide/martyrdom bomber, what is the most critical aspect of armed response?
10. What is the most reliable method for neutralizing a suicide/martyrdom bomber enroute to the target?
11. Once a suicide/martyrdom attack has been stopped, what is the minimum safe distance to evacuate from the remains?

Presentation

Power Point presentation will be made available.

Readings

Essential

Student Manual, *Terrorist Group Organization*, Terrorist Recognition Handbook, July 2006, pp. 109-114

Videos: Global suicide/martyrdom bomb attacks

10: Course Member Briefings and Course Review

See **Assignment 2: Individual Project**, in the Assessment Requirements section below.

Assessment Requirements

There are three assessment items in this course: class participation, an essay, and an individual project. The table below gives you the opportunity to work out how best to allocate your time:

Assessment Title	Weight	Length	Due Date
1. Class participation	20%	N/A	N/A
2. Individual Project (topic to be allocated to individual course members one week prior to the commencement of the course)	45%	PowerPoint plus explanatory notes, totalling no less than 1,500 words	Wednesday 27 September 2006
3. Essay topic	35%	3,500 words	Friday 13 October 2006

Assignment 1: Class Participation

Weight: 20%
Length: Throughout the course
Due Date: N/A

Task: Your participation will be assessed throughout the course. Factors, which will be taken into account, will include:

- Participation in the Day 4 Simulated Governmental Crisis Exercise
- Your knowledge of the material included in the Essential Readings (based on your participation in discussion);
- The value of your contribution to the class by way of the quality of your comments and questions;
- Any initiatives taken, or suggested by you, relevant to the scope of the course.

Purpose: This assessment endeavours to test how well you have grasped the essential elements of the course, and how fluently you are able to articulate your understanding of the key elements of the threats derived from trans national crime and the measures appropriate to counter these threats.

Preparation: You will be expected to have read and considered the implications of, at least, the essential readings relevant to each session.

Assessment Criteria: There will be ongoing assessment throughout the course.

Assignment 2: Individual Project

Weight: 45%
Length: Minimum of 1,500 words
Due Date: Wednesday 27 September 2006

Task: Develop a written and illustrated Target Options Package SIMULATING a Class-2 terrorist attack on the city of Auckland or Wellington, New Zealand, and the NZ Government Response based on real world laws, roles and activities. The report's target should be discussed with the Lecturer. The topic needs to be agreed (verbally) between the lecturer and the student by 1000 on Day 3 (Thursday 21 September 2006).

Purpose: To demonstrate your understanding of the significance and the difficulty in detecting terrorist surveillance/planning against New Zealand interests, together with understanding and demonstrating the skills necessary to successfully plan and execute a terrorist activity using rudimentary capability and home grown resources. The simulation will reveal the simplicity and creativeness of how significant terrorist events could occur and the level of awareness the student. The Student should include suggestions on how to defeat the threat posed in this particular simulation, i.e. how, and by what agency/ies should this problem be addressed.

Preparation: You should start to give serious consideration to the topic you wish to write on before the course starts so that you can direct your information collection and reading to the course content which may be relevant to the topic. You must be in a position to nominate your topic by the close of class on Day 2 (Wednesday 20 September 2006).

Guidelines: Should you wish to communicate with the lecturer on the subject or scope of the topic you wish to consider, please feel free to communicate with him on mwnance@hotmail.com.

You may wish to provide supporting documents with your essay. These documents will not be counted against the required 1500 words, but may be useful in expanding on a point you wish to make or provide authority for a statement (such as invoking a concept from a legal document or convention).

Assessment Criteria: You will be assessed on the depth of your understanding and analysis of your chosen topic, together with how well you construct your argument for dealing with the problem identified from the perspective of New Zealand national interests.

Spelling, punctuation, syntax, grammar and tone should be appropriate for a background paper designed for someone who is NOT a specialist in the field. However, the standard of English will not be an

assessed factor where English is the student's second language. Marking will take into account the structure, coherence and quality of the analysis.

Your paper must demonstrate a comprehensive understanding of the issue and sophisticated analysis of the implications and concerns, evidenced by an array of well selected primary and secondary sources and the application of a logically reasoned argument.

Academic conventions of footnoting sources and providing an accurate bibliography are expected.

Submission of Assignment 2

Assignment 2 above must be submitted in person and presented to the class prior to final submission on Wednesday 27 September 2006.

Draft assignments will not be accepted.

Your assignments will be critiqued real-time within the course.

Assignment 3: Essay Topic

To be discussed in the class

Weight: 35%
Length: 3,500 words
Due Date: Friday 13 October 2006

The essay will be on a topic agreed between the lecturer and the student before the lunch break on Day Four.

Guidelines and Assessment Criteria are the same as for Assignment 2

Please post / hand-in ALL assignments to (unless other arrangements have been made with the lecturer and the course co-ordinator):

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the course co-ordinator at the start of the course.

Expected Workload

The expected workload is, on average, (a) approximately 20 hours of preparation time before the first day of the course, (b) 24-36 hours (depending on the number of days of the course) of class contact time and (c) approximately 20 hours of independent study after the course.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. For out of town students, two calendar days' grace is given to allow for time in the post. **Electronic versions of assignments may be submitted by email, but MUST be followed by a hard copy.**

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting your assignments, you can apply for, and may be granted, an extension to the due date. You should let your course co-ordinator/lecturer know as soon as possible **in advance** of the deadline if you are seeking an extension.

Mandatory Course Requirements

Students should attend all the scheduled classes and absences will be noted. If you are unable to attend a particular class, please advise your course co-ordinator in advance by telephone or email mwnance@hotmail.com.

To fulfil the mandatory course requirements for this course, you are required to:

1. submit all assignments by the due date, unless you have been granted an extension; and
2. attend all contact sessions of the course. If you are unable to attend a session, you must inform the course co-ordinator as soon as possible and you may be required to submit a further item of assessment.

Communication of Additional Information

Additional information may be provided in class, by post, or by email.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours, call the Student and Academic Services Office on (04) 463-5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (level 1). The office is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463-5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Co-ordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal

grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/academicgrievances.

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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is, however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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 Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the Course Co-ordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463-6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (telephone (04) 463-6983 or (04) 463-6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463-8997
Email: puawai.wereta@vuw.ac.nz

Fa'afoi Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463-5842
Email: faafoi.seiuli@vuw.ac.nz