TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MMPM 521 / MAPP 530
COMPARATIVE PUBLIC MANAGEMENT
(15 Points)

Trimester One 2007

COURSE OUTLINE

<u>Contact Details</u>

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<u>Module Dates, Times and Locations</u>

Module One: Tuesday 20 February 2007 8.30am – 6.00pm

Module Two: Tuesday 17 April 2007 8.30am – 6.00pm

Module Three: Tuesday 5 June 2007 8.30am – 6.00pm

Location: Classes will normally be held on the Pipitea Campus of Victoria University and you will be advised of your classroom one week prior to each module by email.

Course Objectives

Introduction

1. This course is about how governments develop their public management systems to serve public purposes. As a policy-maker or adviser or public manager how would you use the public management system to achieve policy objectives or reform the system to help achieve them better?

2. The course will therefore examine public management both as:

   - An instrument of public policy: the role of public management in implementing policy intentions in the public sector; and

   - A set of policy choices: what constitutes "good" public management in terms of its purpose and how can it be achieved?

3. The course focuses on public management in OECD countries but if there are participants from other countries in the class, I hope that we will be able to draw on their experience as well. The second-trimester course in Development Policy and Management will concentrate specifically on public management in developing countries.

Learning objectives

4. At the end of this course, you should feel competent to:

   - Analyse the relationship between public management and public policy;

   - Form your own views about what constitutes effective public management;

   - Identify and diagnose significant public management performance problems;

   - Design and argue the case for a public management reform programme.

Approach

5. My general approach is to encourage discussion and debate in class. I will introduce topics with short presentations, but the main objective of class time is for you to be able to discuss questions in public management, not listen to lectures. To prepare for class therefore you must have read the study guide (see below) and the recommended texts.

Course Content

Note: the references are to the required or recommended reading for each module. References with an asterisk (*) will be supplied in hard copy. References with a printer symbol (📃) will be included in the course resources on Blackboard. Other references can be obtained from the University library.

First module – public management and the public organisation

Topic 1: The nature of public management

6. What is public management? The nature of "management" as an activity in and between organisations. The meaning of "public" and ideas of the role of the public sector and evidence on its scope in OECD countries. The differences between public management and generic management in objectives, stakeholders, resources and productive processes.

7. Reading: Hughes (2003), Chapter 4*; Allison (1982)*; Moore (1995), pp 27-56*; Alford (1993)*; Bovaird and Löffler (2003), Chapter 1.

Topic 2: The study of public management

8. How has public management evolved? Some theoretical and empirical frameworks for analysis of public organisations, starting with classical bureaucracy and its critiques. The main ideas of New Public Management and New Public Administration.

9. Reading: Hughes (2003), Chapters 2 and 3; Rainey (1997), pp 22-53*; Gruening (2001)*; Denhardt and Denhardt (2000) 🖥.

Topic 3: The public organisation and the public sector

10. Approaches to analysis of public organisations in their environment. How are public organisations held accountable? What is the role of the public organisation in public production? Strategy and strategic management in public organisations.

11. Reading:

Accountability - Hughes (2003), Chapter 13;

Strategy and strategic management- Hughes (2003), Chapter 7; Bovaird and Löffler (2003), Chapters 5 and 6; Johnson and Scholes (1997), pp 137-181*; Laking (2000)🖥;

Modes of production - Savas (2000), Chapter 4*.

Second module – themes in public management

12. Study in this module will be based on discussion of particular topics and comparative analysis in OECD countries: those countries selected for analysis are New Zealand, United Kingdom, Germany and Sweden. You may contribute on other countries as well if you prefer. The approach in class will follow the general one taken by Pollitt and Bouckaert. First there will be a general discussion of how to compare different public management systems. Then discussion will focus on:

- describing the political and administrative systems in each country; and the role of the public sector and the distribution of public functions between levels of government; and

- analysing and comparing main features in:
    - o Organisational form and governance;
    - o Management of performance and resources; and
    - o Civil services and public employment.

13. All students should read at least the references giving an overview on comparative analysis, differing administrative traditions and approaches to comparative study (Topic 1). For the specific aspects of public management (Topic 2) you will be invited to nominate a specific country for study so you can contribute from that country's experience at the seminars. Your reading should focus first on the references related to your country. You may also need to search for material in the Library and on the Internet.

Topic 1: An approach to comparative analysis

14. Identifying basic features of political and administrative systems and roles of the state.

15. Reading:

- *Role and size of the state*: Jackson (2003)*;

- *Different administrative traditions*: Pollitt and Bouckaert (2000), Chapter 3*; Luton (2003); Rugge (2003); Ziller (2003); Craig (2003);

- *Basic country data*: Pollitt and Bouckaert (2000): relevant sections from Appendix of Country Files pp 192-284;:OECD (Directorate for Public Governance and Territorial Development) (2007): gateway to individual OECD country pages;

- *Individual country references*:
  - New Zealand: Boston et al. (1996); Norman (2003); Petrie and Webber (2001)🖳;
  - United Kingdom: Ling (2002)🖳; Wall and West (2002)🖳; Dunleavy (1989a); Dunleavy (1989b); Hyndman and Eden (2001)🖳;
  - Germany: König (1983)*; Derlien (2003)🖳; Klages and Löffler (1998)*; Reichard (1997); Wollmann (2000)🖳;
  - Sweden: Schwartz (1994)*; Premfors (1998)🖳.

Topic 2: Specific themes in public management

16. *Organisational structure*: What principles and practices apply to the overall organisation and governance of the public sector? Where is direct political control appropriate and where should principles of separation be applied? What is the appropriate relationship between "separating" and "joining up"? Reading: Rainey (1997), Chapter 8; Laking (2004a)🖳; Gill (2002)🖳.

17. *Managing performance and resources*: How should objectives and tasks be specified and monitored in the public sector? Different national approaches to performance management, financial management and accountability. Reading: Hughes (2003), (Chapter 8 and Chapter 9)*.

18. *Civil services and public employment*: What are the special characteristics of employment in the public sector? Reading: Hughes (2003), Chapter 8.

Third module – issues and priorities in reform

Topic 1: Models of reform and reform agendas

19. *Reform processes*: what are the main factors driving reform processes in the public sector? Reading: Pollitt and Bouckaert (2000), Chapter 2; Toonen (2003)*.

20. *Overviews of trends and differences in reforms*: How have reform agendas played out in OECD counties? What issues do they raise? Reading: Pollitt and Bouckaert (2000), Chapter 4; Löffler (2003)*; Matheson and Kwon (2003)*.

Topic 2: A case study: Department of Work and Income

21. A discussion of the public management issues in the establishment and operation of the New Zealand Department of Work and Income. On the basis of your reading, please come prepared to discuss the following issues:

- What was the policy environment for DWI: the national employment and income situation and the government policies for dealing with it? What operational tasks were required to implement the policies?

- Why was a merger of the Employment Service and Income Support chosen? What were the strategic objectives behind the merger and the changes required as a result of it?

- What are the measures of success and failure of DWI strategically and operationally? Did DWI succeed?

- What were the management problems in DWI? What problems were there of objectives, structure, performance management, "values" and "culture"?

22. Reading:

Required: Hunn (2000)🖹. You should read the main report and the following Annexes:

- Annex H: "Benefit Receipt and Employment Assistance: An Analysis of Trends";

- Annex I: "The Objectives That Led to the Establishment of the Department of Work and Income"; and

- Annex L: "The Performance of the Department of Work and Income".

Additional: Petrie (1998).

Topic 3: Future issues for public managers.

23. What should be future reform priorities in New Zealand and other countries? A concluding discussion.

Notes on Additional Reading

24. These are more general references in addition to those specifically noted under recommended reading above.

- General discussions on public management: Antonsen and Jørgensen (1997), Barzelay (2001), Behn (1995), Behn (1996), Hood (1986), Hood and Jackson (1991), Wilson (1989);

- Characteristics of public bureaucracies: Crozier (1964), Lipsky (1980); Merton and others (1952); Gulick and Urwick (1973);

- Theoretical basis of study of public management and public organisations: Boston, Martin et al. (1996) – Chapter 2, Beer (1966), Davis et al. (1997), Simon (1976), Perrow (1986); Kymlicka (1990); Ranson and Stewart (1989); Fukuyama (1996); Rawls (1971); Williamson (2000);

- Case studies of public management issues: Ferlie et al. (1996), Lawton and McKevitt (1996); Laking et al. (2003); Laking (2004b); Stent (1998);

- Argument about the new public management: Gregory (1991), Mintzberg (1996); Kettl (1997), Schick (1998), Scott (2001); Schick (2003); Kerr (2003);, Gregory (2006);.

- Public finance and public management: Buchanan and Musgrave (1999); Musgrave (1959); The Treasury (New Zealand) (1996).

Learning Commitment

25. The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

Group Work

26. There is no formally assigned group work for the course. However, you are expected to contribute to discussions in class, in small groups and the whole of class. I will also ask you to respond to some of the study questions between classes, via a discussion group in Blackboard. This is discussed below.

Readings

Copyright

27. Due to copyright law, the School is restricted in what readings it can copy for you. In this outline, I have marked those readings that will be provided within the rules for copyright. I have also recommended two texts that I will be drawing on extensively. Further references will need to be obtained from the Internet or the Library.

How to use references

28. References in the text are indicated in the form Author (Date). You can look up the full reference in the Reading List on page 12 of this Outline.

Readings

29. There is no one single text that will cover all the topics in this course. Hughes (2003) is the recommended general text on public management[1]. On comparative analysis of public management, I recommend Pollitt and Bouckaert (2000). Other general surveys of the field include:

- Rainey (1997): a thorough and scholarly American classic, particularly useful on the contribution that the general management literature can make to the study of public management;

- Bovaird and Löffler (2003): its treatment of some topics is inadequate (e.g. public organisations and human resources) but it contains some useful study questions and discussion topics;

- Richard Norman's book evaluating the New Zealand public management reforms (Norman (2003)) is a useful resource for New Zealand students and has some valuable insights particularly on performance management;

- On the comparative and reform dimensions, Pierre and Peters (2003), which covers much more territory than this course will, includes some useful articles on the

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[1] For this and other texts, there may be later editions.

theoretical basis of public administration (and public management) and on administrative traditions in different jurisdictions and how to study them comparatively.

30. I have asked the Library to place all the above texts on three-day reserve

31. In the section on Course Structure and Readings, I have suggested priority readings for each seminar topic. Hughes is minimum reading in the first module but you should try to read the other recommended texts on the same topics. In the second and third modules, you will need to sample from a collection of more detailed country and topic studies. In the third module you will need to have read the assigned case study in detail.

32. Notes on additional readings are also provided. There is a full reading list annexed to this outline.

Materials and Equipment

Internet access

33. To participate in this course, you have to be able to send and receive messages and attachments by e-mail and also to access Blackboard, the University's Web-based educational software.

34. E-mail: I can correspond with you individually using your preferred e-mail address. However, any e-mails I send to the whole class will be sent from Blackboard and will only go to your student account e-mail address. Therefore, you should either check this address regularly for new mail, or arrange for all mail sent to that address to be forwarded to your preferred e-mail address.

35. I do not require hard copy of assignments and in fact I strongly prefer to receive electronic versions of your assignments as attachments to e-mail messages. I will send you back a marked version of each assignment with comments also as an electronic document.

36. Blackboard: the course pages on Blackboard are the essential central location for all course announcements, electronic resources, and discussions. As soon as you have your student e-mail account, please make sure that you can log onto Blackboard and our course.

Electronic document formats

37. All assignments have to be in a form that I can read using Microsoft Word on a PC. The standard format for course resources will be in Adobe PDF. Some of these will be quite large files, and you will benefit from having broadband access to download them. If anybody really has trouble with large files, I can make a CD available.

Assessment Requirements

38. Assessment requirements are in two broad categories:

   o   Contributions to discussions on Blackboard;

   o   Essays.

Blackboard contributions

39. Before each module, you will be expected to make at least one contribution to a Blackboard discussion on selected study questions. I will award up to 8 marks for each of the three required contributions[2]. A contribution need only be 100-300 words, and you can either initiate a topic yourself or respond or add to comments by others. The dates shown for these contributions are the latest possible date, but obviously will get a better discussion going on the topics if you can submit them earlier.

40. Also, you only get marks for your first contribution in each case but there would be nothing stopping you from making further responses.

Blackboard topics[3]

First discussion (on or before Friday 16 February 2007)

41. Please comment or respond on at least one of the following:

(1) Study Question 1. From your own experience or reading, give examples which fit Allison's classification (p 17) of what public managers do (be specific).

(2) Study Question 23. Why do you think my friend can't get coffee delivered to the new meeting room? Can you think of examples from your working life which seem to reflect these pathologies?

(3) Study Question 35. To whom should public servants be accountable or responsive?

(4) Study Question 41. In your view, how then do politicians and officials distinguish their roles? What grey areas or problems are there with this distinction?

(5) Study Question 46. Apart from questions of relative cost and efficiency, what other arguments might be raised against outsourcing management of a database of information about visas and immigration status?

Second discussion (on or before Friday 6 April 2007)

42. Please comment or respond on at least one of the following:

(1) Study Question 52. Which functions [from the list in the Study Guide] should be performed by organisations directly accountable to a political executive (such as government departments or Ministries) and which should be performed by organisations with some legal independence from the political executive?

(2) Study Question 57. For your country of choice: What moves have there been towards political devolution? Has political devolution led to changes in service delivery at a regional or local level?

(3) Study Question 60. For your country of choice: … What measures have been taken which change the basis for hiring and rewarding civil servants and what have been the effects on the pay and conditions of existing civil servants?

Third discussion (on or before Friday 1 June 2007)

43. Please comment or respond on at least one of the following:

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[2] If you're keeping count, this adds up to 99 marks maximum possible score for the Blackboard contributions and essays. I'll also give you one free mark for enrolling in the course.
[3] References are to questions in the Study Guide.

(1) Study Question 62. Is change a deliberate process that we can call "reform", or does it "just happen" as a result of political systems responding to pressure?

(2) Study Question 65. In your country of choice, what barriers or opposing forces may limit implementation of reforms?

(3) Study Question 72. [For your country of choice] What in your view are the main priorities for future change?

Essays

44. You need to complete **three** essays during the course. You should select one topic from each of the groups in the topic list below. Each essay is worth 25% of the total course mark. The target length of each essay is 1500 words.

45. Essays must be emailed as an attachment to the message to me at <u>rob.laking@vuw.ac.nz</u> by 5.00pm on the due date. If for any reason you are unable to e-mail me your assignments, you can post them or hand them in to

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

Essay topics

46. Please choose your three essay topics from the following list. Choose only one topic from a group.

First essay due Monday 2 April 2007

47. Choose **one** of the following:

(1) Discuss trends in a major public service such as correctional services, health services or post-secondary education over the last twenty years. Illustrate with figures for expenditure and changes in numbers of clients or users. Speculate on the likely main factors over the next twenty years. What are the implications (or options) of these trends for organisation and delivery of the service?

(2) Is the public organisation you work for a bureaucracy? What bureaucratic characteristics does it have? Where do its structure or processes differ from that of a classical bureaucracy?

(3) A "wicked problem" in the public sector is one requiring contributions from many different individuals and organisations and where the relationship between public sector action and improved outcomes is uncertain. Examples could be: dealing with vandalism in urban areas; prevention and detection of child abuse; reducing hard core unemployment; reducing road traffic accidents. Discuss the different contributions to "co-producing" a better outcome. What are the roles of public organisations in making contributions directly or facilitating the contributions of others?

(4) What is the hardest public policy your organisation has ever had to implement? Why was it difficult? What could have been done better?

Second essay due Monday 21 May 2007

48. Choose **one** of the following:

    (1) Consider a public service such as prisons, hospitals or schools. Assume that the service will continue to be funded from the public purse. What are the alternatives to development and delivery of the service by public organisations? How would the alternative modes of provision be organised? What are the advantages and problems with these alternatives?

    (2) In a public organisation you know: in what ways is employment in this organisation different from employment in the private sector? Consider for example: the nature of the work, the accountabilities of the management and staff, relationships with outside stakeholders, provisions for selection and promotion and conditions of employment.

    (3) Look at the performance measures (outputs, outcomes, efficiency, effectiveness) of a public organisation you know. How useful are they in defining the goals and tasks of the organisation. What strengths and weaknesses do these measures have?

    (4) In a public organisation you know – who are the key stakeholders? What is their interest in the organisation and what is their power to influence the direction and control of the organisation?

    (5) Describe a significant innovation in the processes of a public organisation designed to lead to more efficient outputs or more effective performance in terms of outcomes. How did it originate? What were its advantages? What were the biggest problems of implementation?

Third essay due Monday 11 June 2007

49. Choose **one** of the following

    (1) Compare and contrast the differences in the following aspects of public organisations in two countries: organisational governance, employment, performance management. Why are these aspects different in the two different countries?

    (2) Discuss a specific programme of public sector reform in a country you know about, focusing on public sector restructuring, new systems of performance or financial management, or changes to the civil service and employment. What were the main elements of the reform? What incentives were there for political decision-makers to commit to the reforms? What problems were encountered in the changes? Why did they arise?

Basis for assessment of essay assignments

50. I assess your essay under two main headings:

    (1) Aspects specific to the topic -- generally about three sub-headings. These vary with the topic, but should be evident from the question. For example, the first topic in group 1 would require you to produce some information about past trends (perhaps an outcomes, outputs, or resource costs), have some ideas about the major influences on future demand for the services (maybe demographic, economic, or lifestyle changes), and then some views on how these factors might affect service organisation or delivery;

    (2) General essay qualities -- under two subheadings:

(a) Quality of argument: a good university essay will give attention to definitions (if you go to write an essay about bureaucracy, start by defining "bureaucracy"), make claims about the subject under discussion (statements that something is true or probable), support them with warrants (appeals to evidence or authoritative opinion), and discuss any significant qualifications, exceptions or counterclaims relating to the argument; for a fuller discussion, see [my reference on Toulmin];

(b) Quality of presentation: the obvious things like layout which is easy to read, grammar and spelling and punctuation (and putting in page numbers) but also the liberal use of subheadings, so it is easy to follow the structure of the essay, and (very importantly) clear and precise citation of sources: each citation in the text must be linked to a full reference in the bibliography (this is not just academic nitpicking: I do actually go to check your references sometimes, particularly when you cited some writing that I wasn't aware of4).

51. In my feedback on your essay, I will give each of these aspects a grade EX = "Excellent", VG = 'Very Good', G = "Good", S = "Satisfactory" and "U = Unsatisfactory". These grades are to indicate where I thought your essay had particular strengths or weaknesses. They do not add up arithmetically to the overall essay grade (A to E). I take an overall look at your essay before making that assessment. However, generally I give about three-quarters of the weighting to the specific aspects and about one quarter to the general. I will also give you some general comments supporting my assessment and (hopefully) suggesting areas where you might usefully further develop your argument or think about further aspects of the topic.

Due Dates

Assignment	Due Date
First Blackboard comment	Friday 16 February 2007*
Second Blackboard comment	Friday 6 April 2007*
Third Blackboard comment	Friday 1 June 2007*
First essay	Monday 2 April 2007
Second essay	Monday 21 May 2007
Third essay	Monday 11 June 2007

*But the earlier the better.

Please keep a copy of all your submitted work.

52. 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 Coordinator at the start of the course.

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4 For which I am always grateful.

Mandatory Compliance Information

53. The following information is required to be provided in all course outlines. All enquiries should be directed to the university administration.

Penalties

54. 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. Marks may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

55. If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

56. 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;

   2. Attend all contact sessions of the course. If you are unable to attend a session, you must inform the Course Coordinator 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, by email or via Blackboard.

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 Coordinators 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.

Notice of Turnitin Use

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine Turnitin (www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the Head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with your tutor or the Course Coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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 Coordinator 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 Coordinators 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 Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or telephone (04) 463 5233 extension 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or telephone (04) 463 5842.

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