TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

STRA 522
METHODS OF INTELLIGENCE
(15 Points)

Trimester One 2007

COURSE OUTLINE

Contact Details

Course Coordinator: **Associate Professor Jim Veitch**
Room RH 1209, Level 12, Rutherford House, Pipitea Campus
Telephone: (04) 463 5394
Fax: (04) 463 5454
Email: jim.veitch@vuw.ac.nz

Lecturer: **Jim Nockels**
   Jim has over thirty years experience working in Intelligence and Defence policy positions in Australia. His early career includes service as an intelligence officer in DSD, JIO and the National Assessments Staff, where he was also Secretary of the National Intelligence Committee. He is an experienced intelligence manager, having oversighted a variety of issues, including Olympics security planning, responses to September 11 and the Bali bombing, and critical infrastructure security.
   Jim has also been an intelligence user working as a senior Defence manager in a range of positions managing strategic and international policy issues, including three years in Washington as Counsellor Defence Policy at the Australian Embassy. He also served in London, where he attended the Royal College of Defence Studies.
   He recently retired from the Australian Public Service and now acts as an advisor on a wide range of security related issues.

   Jim's contact details will be available in class.

Administrator: **Darren Morgan**
Room RH 802, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
Fax: (04) 463 5454
Email: darren.morgan@vuw.ac.nz

Course Dates, Times and Locations

Dates: Tuesday 19 to Friday 22 June 2007 (inclusive)
Times: 8.30am to 4.00pm each day
Location: The course will be held on the Pipitea Campus of Victoria University and you will be advised of your classroom location one week prior to the course by email.

Course Objectives

Accurate, timely and relevant intelligence on security events and threats is crucial to national security. In this context, the course will seek to provide an overview of the concept of intelligence, its process and methods. It will also raise the question of whether the secrecy inherent in the process intelligence apparatus compromises democratic values. Elements of the course will include will:

- The intelligence process;
- Collection and collection disciplines;
- The relationship between intelligence and policy making;
- Differences between law enforcement and security intelligence;
- Factors responsible of intelligence success and failure;
- Legal, ethical and moral associated with intelligence activity; and
- Implications of emerging technologies and global terrorism for intelligence collection.

Relationship between Objectives and Assessment
Participation applies to all class activities including group work and will be assessed by the course lecturer (15%).

The short essay will be assigned during the course in consultation with the course lecturer and will be submitted at the close of the course. This assignment arises from the lectures. It will be marked by the course lecturer (35%).

The essay is completed after the intensive course is completed on a topic agreed with the course lecturer and this is based on a topic arising from lectures and/or course reading. It will be assessed by the course coordinator. (50%)

Course Content

The program will begin with an historical overview of the development of intelligence before moving to acquaint participants with the fundamentals of the intelligence process. It will go on to explore the sources of intelligence, how they are managed and the relationship between intelligence, policy and government. An opportunity will be given to also consider some of the reasons for intelligence successes and failures, with particular emphasis on sources. Oversight, accountability and ethics in intelligence will also be covered. In conclusion, the course will look at future challenges for intelligence in the current heightened security environment, including terrorism, technological change and inter-agency cooperation.

1.   Understanding Intelligence

Objective
Acquaint participants with the concept of intelligence and its different elements. It will set the parameters and foundations for the rest of the program. An opportunity will be provided to discuss the utility of intelligence as a means of informing policy and actions.

Main issues covered will be:

- Defining intelligence
- Differentiating and contextualising Security and Law Enforcement Intelligence
- Foreign Intelligence and Foreign Policy
- Intelligence as an aid to Policy making and decision taking.
- Business and Police Intelligence, are there differences?

Essential Reading
Warner, M: "Wanted: A Definition of Intelligence" in Studies in Intelligence
https://www.cia.gov/library/center-for-the-study-of-intelligence/kent-csi/docs/v46i3a02p.htm

"Can Spies Be Made Better", *Economist, March* 19th – 25th 2005

"Cats' Eyes in the Dark", *Economist,* March 19th – 25th 2005

Shulsky, AN: "What is Intelligence" in Silent Warfare, Brassey's, US, 2002 pp 1 – 9

"Managing Threats to Domestic Security", Chapter 4, Report of the Controller and Auditor General, Wellington, 2003. www.oag.govt.nz/2003/domestic-security/docs/domestic-security.pdf

General Reading
Bennett, RM: *Espionage Spies and Secrets*, Virgin Books, London 2002

Sun Tzu: *The Art of War* (trs. T Cleary), Shambhala, Boston, 1998

Report of the New Zealand Security Intelligence Service, 2006, House of Representatives, Wellington.

2.   **Intelligence: Past Practice and New Horizons**

Objective
Explore the growth of intelligence in the Twentieth Century, noting the increasing reliance on intelligence by the state. It will also begin discussion of security and law enforcement intelligence, and the operational and cultural changes brought about with the emergence of global terrorism.

Scope
The main issues covered will be:

- War, peace and intelligence
- The Growth of Security Intelligence Organisations
- The Evolution of Law Enforcement Intelligence
- The Challenge of Cooperation And Sharing
- Police, Security Agencies and Terrorism
- Intelligence Sharing

General Reading
Dulles, A: *The Craft of Intelligence,* Harper and Row, New York, 1963

Loewenthal, MM: *Intelligence: From Secrets to Policy,* Congressional Quarterly Press, Washington, 2000

Carver, George A: "Intelligence in the Age of Glasnost", *Foreign Affairs*

Ratcliffe, JH (Ed): *Strategic Thinking in Criminal Intelligence,* Federation Press, Sydney 2004

Keegan, John, *Intelligence in War,* Pimlico, London, 2004

Gordon, Sandy "reshaping Australian Intelligence", *Kokoda,* Vol 1 No 1 Canberra 2005

3.   The Intelligence Process

Objective
To provide and understand the basic elements that drive the intelligence collection and assessment process, and how priorities are established and customers' needs met. It will also draw attention to the growing importance of Information Technology to intelligence.

Scope
The main issues covered will be:

- The Intelligence Cycle
- Asking the Right Questions
- Knowing What You Don't Know
- Answering the Questions
- Getting the Right Answers to the Right People
- IT and intelligence

Essential Reading
Commission on the Roles and Capabilities of the US Intelligence Community: "Preparing for the 21st century: An Appraisal of US Intelligence", Washington DC 1996, Appendix B
www.access.gpo.gov/intelligence/int/pdf/int023.pdf

Flood, Philip: Report of the Inquiry into Australian Intelligence Agencies, Australian Government, 2004, pp 1 – 8. www.pmc.gov.au/publications/intelligence_inquiry/docs/chapter1.pdf

Berkowitz, B.D. *Best Truth: Intelligence in the Information Age,* Yale University Press, 2000

General Reading
Laqueur, W: *A World of Secrets: The Uses and Limits of Intelligence,* Basic Books, New York 1985

Kent, S: *Strategic Intelligence for American World Policy,* Princeton University Press, 1966

Tyson, K.W.M. *Competitor Intelligence Manual and Guide,* Englewood Cliffs NJ. Prentice Hall 1990

Managing Threats to Domestic Security, Chapter 4, Report of the Controller and Auditor General, Audit Office 2003, Wellington

4. Security Intelligence

Objective
Develop an understanding of the roles of security intelligence agencies, with particular reference to the current threat from terrorism.

Scope
The main issues covered will be:

- Roles and Functions
- Setting Security Intelligence Priorities
- Relationships and Information Flows
- Security Intelligence and Security Response

Essential Reading
NZSIS in Brief, www.nzsis.govt.nz/who/structure.html

About ASIO, www.asio.gov.au

Australian Security Intelligence Organisation: *Report to Parliament,* Commonwealth of Australia, Canberra, 2006.
www.asio.gov.au/Publications/Content/AnnualReport05_06/pdf/ASIO%20annual%20Report%20to%20Parliament%2005-06.pdf

Lyons, J: "Welcome to his nightmare", *The Bulletin,* 6 May 2003, pp 20 – 29

Annual Report of the New Zealand Security Intelligence Service, 2006. www.nzsis.govt.nz

Rolfe, Jim: "The Spy Catchers", NZ Defence Quarterly 22, Spring 1998, pp 7 – 11

General Reading
Allen, T & Polmar, N: *Merchants of Treason,* Delacorte Press, New York, 1998

5. Foreign Intelligence

Objectives
Develop an understanding of foreign intelligence, its utility and the various organisations which undertake foreign intelligence collection.

The main issues to be covered will be:

- Roles and Functions of Foreign Intelligence Collectors
- Setting Priorities
- Relationships and Coordination
- Contribution to Foreign Policy

Essential Reading
Australian Secret Intelligence Service: "About ASIS's Role". www.asis.gov.au

Government Communication Security Bureau website. www.gcsb.govt.nz

Dudgeon, Ian, "Intelligence Support to the Development and Implementation of Foreign Policy and Strategies", *Kokoda,* Vol 2, No 2, Canberra, July 2006

General Reading
Johnson, LK: *America's Secret Power: The CIA in a Democratic Society,* OUP, New York, 1989

Wark, WK (ed): *Espionage Past, Present and Future?* Frank Cass, London, 1994

Hager, Nicky: *Secret Power: New Zealand's Role in the International Spy Network*, Nelson, 1996

6.   Sources of Intelligence

Objective
Review of intelligence sources and explore why intelligence success depends, in part, on understanding where to acquire data, and the limits and pitfalls of the information available from differing sources.

Scope
- **Open Source** – A review of the publicly available information its utility for Intelligence. A classroom exercise to develop an Open Source Matrix of information available to meet the Intelligence needs of the New Zealand Government.

  Essential Reading
  Sands, Amy, "Integrating Open Source Into Transnational Threat Assessments", *Transforming US Intelligence,* Sims, J.E. and Gurbey, B. Eds., George Town University Press, Washington, 2005

- **Human Intelligence (HUMINT**) – A review of the various means of gathering intelligence using human sources.

  Essential Reading
  MacGaffin, J. "Clandestine Intelligence", *Transforming US Intelligence*, Sim, J.E. and Gerber, B. Eds. George Washington University Press, Washington, 2005

- **Communications Intelligence (COMINT)** – Discussion of the various form of communications intelligence

  Essential Reading
  Barnes, K: "The Defence Signals Directorate – Its Role and Functions" *Australian Defence Force Journal,* no 108, Sep / Oct 1994, pp 3 – 7

  Australian Defence Signals Directorate: "About DSD". www.dsd.gov.au

- **Imagery Intelligence (IMINT)**

  Essential Reading
  Richelson, JT: "The Spies in Space", *Air and Space,* Dec 1991 / Jan 1992

  "About DIGO". www.defence.gov.au/digo/index.htm

  General Reading
  Richelson, JT: *America's Space Sentinels,* University of Kansas Press, 1999

- **Specialised Technical Collection**

  General Reading
  Richelson, JT: *America's Space Sentinels,* University of Kansas Press, 1999

  Gosler, J.T. "The Digital Dimension", *Transforming US Intelligence,* op cit

7.   Intelligence Failures and Successes

Objective
Explore the limitations of intelligence and draw lessons on the future uses of intelligence in policy making and decision taking.

Scope
Consideration of What Constitutes an "Intelligence Failure" including:

- Operation Barbarossa 1941
- Defence of Singapore 1942
- Tet Offensive 1968
- Yom Kippur 1973
- Falklands Islands 1982
- Iraq War

Essential Reading
Kahn, D: "The Intelligence Failure of Pearl Harbour", *Foreign Affairs,* Vol 70, No 5, 1991

Betts, RK: "Analysis, War and Decision: Why Intelligence Failures are Inevitable", *World Politics,* Vol 3, No 1, 1978

Gladwell, M: "Connecting the Dots", *The New Yorker*, March 9, 2003. www.gladwell.com/pdf/dots.pdf

Hughes-Wilson, J: "On Intelligence", *Military Intelligence Blunders,* Robinson, London, 1999, pp 1 – 15

Ben-Ziv, Abraham. "Between Warning and Response: The Case of the Yom Kippur War", *International Journal of Intelligence and Counter Intelligence*, Vol 4, No 2 (1990) pp 227 - 242

General Reading
Report of the Select Committee on Intelligence on Post-war Findings About Iraq's WMD Program and Links to Terrorism and How They Compare With Pre-war Assessments, United States Senate, September 8 2006- **read selectively**

Keegan, J. *Intelligence in War,* Hutchison, London, 2004 **– read selectively**

The Assessment of the British Government on Iraq's Programme for Weapons of Mass Destruction (the "Blair Dossier"), September 2002. www.pm.gov.uk/output/Page271.asp

British Government: "Iraq - Its Infrastructure of Concealment, Deception and Intimidation", January 2003. www.pm.gov.uk/output/page1482.asp

Address by US Secretary of State Powell to the UN Security Council on 5 February 2003
www.whitehouse.gov/news/releases/2003/02/20030205-1.html

Parliament of Australia: Hansard, 4 February 2003, pp 10642 – 10652, Ministerial Statements: Iraq

8.   The Ethics and Legality of Intelligence Collection

Objectives
Explore the moral and ethical issues around the uses of intelligence and the legal frameworks which exist in democratic states to oversight intelligence collection activities.

Scope
The main issues covered will be:

- Who will guard the Guardians? Accountability and Oversight
- New Zealand and Australian legal constraints on Intelligence Agencies
- Participants will be asked to consider legal and ethical issues raised by collection methods and discuss what means justify what ends.

Essential Reading
Office of General Counsel, US Department of Defence "An Assessment of International Legal Issues in Information Operations", May 1999. www.au.af.mil/au/awc/awcgate/dod-io-legal/dod-io-legal.pdf

Richelson, JT: "When Kindness Fails; Assassination as a National Security Option, *International Journal if Intelligence and Counter Intelligence,* vol 15, no 2, 2002, pp 243-274

Godfrey, ED, Jr: "Ethics and Intelligence", *Foreign Affairs,* vol 56, no 3, April 1978, pp 624-642

Pfaff, T: "Bungee Jumping off the Moral High Ground: The Ethics of Espionage in the Modern Age".
www.usafa.af.mil/jscope/JSCOPE02/Pfaff02.html

Herman, Michael, "Ethics and Intelligence After September 2001", *Intelligence and National Security, 19*, (Summer 2004) pp. 342-355

General Reading
Hersh, S M: "The Gray Zone" *The New Yorker*, 24 May 2004

Barr, H., Johnson, L.K. and Leigh, I.: *Who's Watching the Spies,* Potomac Books, Washington, 2005

Parliamentary Joint Committee on Intelligence and Security, Annual Report of Committee Activities 2005-2006, September 2006, Canberra. ISBN o 642 78821 9(HTML version)

Time	Tuesday 19 June	Wednesday 20 June	Thursday 21 June	Friday 22 June
0830 – 1030	**Session 1:** Understanding Intelligence	**Session 4:** The Intelligence Process	**Session 7:** Foreign Intelligence	**Session 10:** Sources of Intelligence
1030 – 1100	**Morning Tea**			
1100 – 1300	**Session 2:** Intelligence: Past Practice and New Horizons	**Session 5:** The Intelligence Process	**Session 8:** Sources of Intelligence	**Session 11:** Intelligence Failures and Successes
1300 – 1400	**Lunch (not provided)**			
1400 - 1600	**Session 3:** The Intelligence Process	**Session 6:** Security Intelligence	**Session 9:** Sources of Intelligence	**Session 12:** The Ethics and Legality of Intelligence Collection

Learning Commitment and Expected Workload

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 day of contact. Intensive courses usually also require further study after the contact period.

Expressed in input terms, the time commitment or expected work load required **usually translates to 65-95 hours** (excluding class contact time) per course.

Group Work

During the module there will be range of exercises requiring participants to undertake group work to produce outcomes for general discussion, such as:

- Postulating New Zealand's major security concerns and the contribution intelligence can make in supporting them.
- Developing foreign intelligence requirements to meet NZ government needs.
- Reviewing intelligence assessments made public during the Iraq WMD debate and considering methods to ensure greater reliability in the future.

Participation in Group work comes under class assessment

Readings

There are a wide rage of books, publications and websites covering "intelligence" issues but few textbooks on the subject. For this reason the course has no standard text and significant selected material is provided as set course readings.

However, for each session, additional reading sources are provided to allow further exploration of the subject. Primary among these are the various international relations, security and intelligence journals which provide a good range of contemporary discussion of intelligence issues.

The VUW Library also provides a useful Subject Guide for Political Science and International Relations which has a detailed Intelligence and Security page with a wide range of useful references. Go to www.vuw.ac.nz/library/subjectguides/politicalscience/websites/intelligence.aspx

Given the intensive nature of the course, participants are encouraged to undertake as much of the "essential" reading as possible prior to its commencement.

Materials and Equipment

While not essential, access to a computer during the course will assist in completing short term assignments.

Assessment Requirements

The course will be assessed as follows:

1. Participation in class discussions and group work (15%)

2. A short essay of 450 words, to be written on a topic covered during the course and submitted at the close of the course on Friday 22 June 2007 (35%)

3. An essay of 4000 words, on a topic agreed with the course lecturer and submitted by 13 July 2007 (50%).

4. Please submit your assignment, in hard copy, to:

> 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 Coordinator at the start of 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**. 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.

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

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 will be provided in class by the course lecturer, 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.