

HRIR 307 HUMAN RESOURCE DEVELOPMENT

Trimester One 2009

COURSE OUTLINE

Course Coordinator
Dr Richard Norman

Room: RH 1011, Rutherford House
Phone: (04) 463-5455
Email: richard.norman@vuw.ac.nz
Website: www.vuw.ac.nz/vms

Administrator
Tania Loughlin

Room: RH1021
Phone: 463 5358
Email: tania.loughlin@vuw.ac.nz

Class Times and Room Numbers:

Mondays	1.40 p.m – 2.30 p.m.	GB LT3
Wednesdays	2.40 p.m – 4.30 p.m.	GB LT3

Trimester Dates: Monday 2 March to Wednesday 1st July 2009.

Examination period: June 8 – July 1, 2009

Withdrawal dates: Information available via
<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Introduction

This course aims to give you an overview of the theory and practice of Human Resource Development (HRD), a topic that is also frequently described as ‘training and development’. It examines the cycle of training analysis, delivery and evaluation at the levels of individuals, work groups and organizations and the effect of government policies.

Programme and Course-related Learning Objectives

Our graduates will:

- demonstrate application of critical and creative thinking skills to practical and theoretical problems.
- be effective communicators
- have a global and multicultural perspective
- recognise, support and display leadership
- develop specific knowledge and skills in at least one business, or public policy discipline area

Course objectives

On successful completion of the course, students should be able to:

- explain the theory underpinning the training and development cycle of analysis, delivery and evaluation; (assessed by the group and individual assignments, term test and examination).
- critically evaluate leading methods of HRD, performance issues in a workplace, and identify how training might be able to assist; (assessed by the group assignment and examination)

- communicate how principles of HRD can be applied to workplaces; (assessed by individual assignments and group presentations)
- create and help lead training and development initiatives (assessed by the group assignment).

The course aims to equip students for roles such as training assistant, training officer, human resources officer, policy analyst, and consultant or business/performance analyst.

Group Work

A feature of the course is the opportunity to ‘learn by doing’ by being an active member (or leader) of a project group. The group work provides a way to put into practice training and development theory and develop skills in written and oral presentation, project management and teamwork.

Effective participation in the group project requires that students turn up regularly to lectures. Group leaders are asked to alert the course coordinator as early as possible if there are difficulties in obtaining sufficient commitment from a group member. Group members who have not contributed sufficiently to their group will be required to submit an individual report for an individual mark.

Expected Workload

Students are expected to spend on average 12 hours per week preparing for class meetings, participating in the group project, working with peers in study groups and working on the course assignments. This time is likely to be divided between reading and researching in the library, searching for information on the Internet or preparing for the group project. Most class sessions will be interactive rather than run in a passive lecture format. Such learning requires that students pre-read relevant materials and come ready to engage in discussion and debate. Topics for sessions in the first half-term are listed in detail, and a refreshed programme will be provided for the second half of term based on feedback from these six weeks.

Course Content

Week beginning	Topics	Pre-reading and key concepts
March 2	<p>Introductions, course overview, explanation of group project, the training and development cycle and effective training strategies.</p> <p>Learning goals</p> <ul style="list-style-type: none"> • Assess the contribution of training to workplace productivity. • Identify individual interests to assist development of an effective learning community. <p>Questions / actions:</p> <ol style="list-style-type: none"> 1. The Training Process, shown in Figure 1.1, provides an important overview of the whole topic of training and development, but is also flawed. Why? 2. Which of the training professionals’ roles on Page 33 do you believe are the most difficult to learn? Which are easiest? 3. What types of training strategies can organisations use to improve performance? 	<p>Noe, Ch1:</p> <p>Training design process Instructional system design Intellectual capital Knowledge worker Learning organisation Total Quality management Cross training ADDIE Contingent work force ASTD competency model</p>
March 9	<p>Organisational strategy and needs assessment: Getting the right HRD fit between people and organisations.</p> <p>Learning goals:</p> <ul style="list-style-type: none"> • Assess the contribution HRD can make to organisations • Analyse what factors can lead to success or failure in HRD, such as culture and alignment with firm strategy • Describe the elements and techniques of needs assessment • Design a needs assessment <p>Please read Noe Chapter 2, and Mager and Pipe. Come prepared to discuss a performance problem you have seen in a workplace or team and whether and how training could have addressed it.</p> <p>Monday, March 9: Guest speaker: Suze Wilson, former General</p>	<p>Noe, Ch 2:</p> <p>Business strategy Explicit knowledge Tacit knowledge Mission, vision, values Types of strategies – concentration, internal growth, external growth, disinvestment. Centralised training Models of training – faculty, customer, matrix, business-embedded. Outsourcing. Robert Mager – Is it a training problem?</p>

	Manager of Human Resources, New Zealand Post.	
March 16	<p>Learning theories</p> <p>Learning goals</p> <ul style="list-style-type: none"> Describe key learning theories, such as goals, self efficacy, behaviourism, cognition and social learning Describe how key theories can be used in HRD Describe how learners receive, process, retrieve and act upon information. Describe some aspects of individual differences and their implications for HRD <p>Complete an on line Myers Briggs questionnaire as below, or the Keirsey and Bates indicator in the readings: http://www.humanmetrics.com/cgi-win/JTypes2.asp</p> <p>Please read [text on Myers Briggs] and come prepared to discuss the implications for your own learning. What are some study career risks and responsibilities flagged by your results? How could they be managed?</p>	<p>Noe, Ch 3.</p> <p>Needs assessment Organisational analysis Person analysis, Task analysis Subject matter experts (SMEs) Focus groups Readiness for training Person characteristics Consequences Cognitive ability Self-efficacy, Social support Norms, Job, Task, Knowledge Skill, Ability, Competency Job analysis. Performance discrepancy Skill deficiency</p> <p>Robinson and Robinson – Performance Consulting GAPS analysis (Should / IS / Causes / Solutions) Case: The Orientation Problem, from Nikomo et al.</p>
March 23	<p>Program design</p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify types of learning outcomes and their implications for training Write learning objectives Evaluate program design principles and frameworks Design training program <p>Questions / actions:</p> <ol style="list-style-type: none"> Apply reinforcement and social learning theory to the training incident described in the case ‘The Safety Training Program.’ Work through the objectives listed at the end of the section about “Is it a Training Problem” in the booklet and assess whether each objective is fuzzy, clear or needs improvement. Use the examples of performance objectives on Noe Page 140 to improve the objectives. How does your preferred learning style affect the way you learn at university? How is this style likely to relate to the job you are assessing for the major assignment? 	<p>Noe, Ch 4. Learning: Theories and Program Design.</p> <p>Intellectual skills Motor skills Attitudes Reinforcement theory Social learning theory Logical verification Modelling Goal setting theory Expectancy Instrumentality Andragogy Working storage Semantic coding Metacognition Overlearning Massed practice Spaced practice Feedback Objectives Lesson plan</p> <p>Case: The Safety Training Program, from Nikomo et al.</p>
March 30	<p>Transfer of Training</p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify how to ensure transfer of training can occur. Discuss implications of identical elements, stimulus generalisation and cognitive theories for training of training. <p>Guest Speaker, Wednesday April 1, 2.40 p.m.: Alan Cassidy, Human Resources Manager: Organisational and Employee Development, New Zealand Police.</p>	<p>Noe, Ch. 5</p> <p>Transfer of training Theory of identical elements Near transfer Far transfer Cognitive theory of transfer Opportunity to perform Knowledge management</p> <p>Barbazette (course readings): How effective is your training style? Case study: New Zealand Police</p>
April 6	<p>Training Evaluation and review of learning to date</p> <p>Learning goals</p> <ul style="list-style-type: none"> Identify key elements of evaluation of training. 	<p>Noe, Ch. 6. Training Evaluation</p> <p>Evaluation design</p>

	<ul style="list-style-type: none"> • Carry out a 'formative' assessment of the course to date. • Check your understanding of course to date by completing a short test. • Relate proposed 'learning journey' assignments to training theory. <p>April 8, 2.45 – 3.15 p.m. Short test to revise concepts covered during the first half-term.</p> <p>Guest speaker, Monday April 6: John Faisandier – TUF training (Training under Fire) - customer service training programme for frontline staff who encounter angry and aggressive customers.</p>	Formative evaluation Summative evaluation Cognitive outcomes Skill-based outcomes Affective outcomes Return on investment Pre and post training measures Hawthorne effect Cost benefits analysis Success cases Kirkpatrick's four level framework.
Mid term break		
April 27	<p>Traditional Training Methods</p> <p>Learning Goals:</p> <ul style="list-style-type: none"> • Identify strengths and weaknesses of presentational, hands-on and group building training methods. <p>Guest speaker, Wednesday, April 29. 3/30 – 4.30 p.m.: Simon Taylor, Training Consultant, immediate past president New Zealand Association of Training and Development</p>	<p>Noe, Ch. 7, Traditional Training Methods</p> Presentations On-the-job training Apprenticeship Simulation Case study Role plays Behaviour modelling Vicarious reinforcement Modelling Group building Experiential learning Adventure learning Action learning
May 4	<p>Revision of key terms from the first half-term. E Learning and the use of technology.</p> <p>Learning goals</p> <ul style="list-style-type: none"> • Explain the strengths and limitations of e-learning. • Compare and contrast the strengths and weaknesses of traditional training methods with those of technology-based methods. <p>May 6: Presentations by groups of proposed training strategies to address a performance problem.</p>	<p>Noe, Ch. 8 E Learning and the use of technology</p> Digital collaboration Synchronous Asynchronous Computer-based training Learner control Blended learning Avatar Virtual reality Intelligent tutoring systems Distance learning Groupware
May 11	<p>Employee Development</p> <ul style="list-style-type: none"> • Identify how assessment of personality type, work behaviours and job performance can be used for employee development. • Explain characteristics of successful mentoring programmes. • Explain characteristics of successful coaches. 	<p>Noe, Ch. 9 Employee Development.</p> Development Assessment centre Leaderless group discussion In-basket Role plays Performance appraisal Upward feedback Job enlargement job rotation transfer psychosocial support coach <p>Noe Chapt. 10. Special issues.</p> Succession planning High-potential employee Skill-based systems
May 18	<p>Career development</p> Identify how to apply training and development concepts to your career.	Noe, Ch 11. Careers. Career motivation Career identity Psychological contract Informational interview

		Goal setting Action planning Noe, Chapt 12 Career path Socialisation
May 25	Topics drawn from essays about theorists. Presentations by selected members of the class.	Noe, Ch. 13. The future of Training and Development Virtual work Embedded learning Performance analysis Task redefinition Scenario analysis Process consultation Organisation development.
June 1	Revision	

Readings

Noe, Raymond A. (2007) *Employee Training and Development*, Fourth Edition, McGraw-Hill, New York. Available through Victoria Books at an estimated price of \$112.00. A booklet of additional readings is also available from the Victoria Management School reception on Level 10, Rutherford House.

Strongly recommended readings, on Closed Reserve, are

Davis, J. R., and Adelaide B. Davis (1998). Effective Training Strategies. San Francisco, Berrett - Koehler Publishers Inc.

Davis, J. R., and Davis, Adelaide B. (2000). Managing Your Own Learning. San Francisco, Berrett-Koehler.

Assessment Requirements

1. Thirty minute test to revise concepts covered during the first half of term.	Short questions which will be similar to those in the final examination, designed to help shape the course for the second half.	April 8, 2.45 – 3.15 p.m.	10 % individual mark
2. Group proposal about how best to solve a performance problem	Proposal of up to three pages, backed by appendices, tackling an identified performance problem and proposing a solution.	May 6 class	10% for group mark
4. Critical evaluation of theorist or concept	Up to 2000 words as specified in the course outline.	May 20 at beginning of class.	30% for individual report.
4. Final Examination	2 hours, closed book	June 8 – July 1 2009	50%

Assignment Box

The assignments can be handed in to the course coordinator at the lecture or placed in the HRIR 307 locked box (number 16) on the Mezzanine Floor, Rutherford House. Late assignments may be handed in at the Victoria Management School reception on Level 10, Rutherford House.

Assignment one: Brief test

This 30 minute short answer test will assess the ability to recall, concisely communicate and evaluate course concepts to date. It will be based on the class content, course text and readings, and be similar to the final examination, with the aim of identifying topics which need further coverage during the second half term.

Assignment two: Group based proposal for an HRD program

This assignment aims to:

- develop the ability to apply HRD ideas to a performance issue and
- develop skills in effectively communicating a proposed training strategy

Imagine that as a group you are pitching to provide training and development (or both) to a manager with a budget and a performance problem. Each member of the team's hourly charge out rate is \$100 per hour, and you think the potential client's budget is around \$10,000.

As a group, select a performance problem, analyse it using publicly available materials, identify what further analysis may be necessary and design a training course based on what is known or can be inferred.

The assignment consists of two components:

- a. A group presentation, to a panel of HR professionals (members of the class) supported by
- b. A three page proposal stating your case that should include:
 - Your understanding of needs, and what you may need to do to further identify needs
 - What the problem or opportunity is, and why it is important to the organisation, the outcome and objectives of your proposed program
 - The program design, and a sample of developed content
 - The logic and reasoning of your program design
 - A budget

	Marks allocation	Excellent	Very good	Good	Satisfactory	Unsatisfactory
How well does the report identify the performance issues and make a case that HRD can help solve it? Are needs well analysed, unknown areas identified and addressed, are assumptions reasonable?	3					
Is the program well planned and designed? E.g. are instructional methods well ordered and appropriate to the objectives? Does it address organisational, learner and job needs? Is the rationale for the suggested program supported by HRD ideas and theory? What is the evidence base that the program will work?	5					
Is it communicated well and persuasively? Are technical features correct: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction?	2					

Assignment three: Individual report on an idea or theorist.

This purpose of this assignment is to develop critical thinking about the strengths, weaknesses and practicality of a theorist or set of ideas in the HRD literature. The report should communicate:

- What is most significant about the contribution of this theorist or idea?

- What are the strengths and limitations of the theorist or idea? Some pointers to get you going on this are:
 - How useful is it?
 - When and where might it be suitable, and when not?
 - How might it be used in HRD?
 - What are some issues that might need consideration in using it?
 - Are there better ideas / theorists?
 - Would it work well alongside other ideas/theorists?

Criteria for the report on an idea or theorist

	Marks allocation	Excellent	Very good	Good	Satisfactory	Unsatisfactory
How well are the main contributions of the theorist /idea described and evaluated?	10					
Are strengths or limitations identified and evaluated sufficiently?	15					
Technical features: e.g. accurate referencing, spelling, punctuation, grammar, and sentence construction. (Marks deducted for poor performance)	5					

Suggested theorists and ideas – please feel free to choose more widely, using references from Noe, or from the reading list and library resources.

- Belbin, Meredith – Teams
- Conger, Jay – leadership development
- Deci, Edward - Work motivation
- Gardner, Howard – Multiple intelligences
- Kirkpatrick, Donald – training evaluation
- Knowles, Malcolm – adult learning theory
- Kolb, David - Experiential Learning
- Lewin, Kurt – Action learning
- Lynn, Laurence - Teaching and Learning with Cases:
- Margerison, Charles and Dick McCann - Teams
- Philips, Jack – training evaluation
- Revans, Reg – Action learning
- Robinson, Jim and Dana Robinson – performance consulting.
- Schank, Roger - Virtual Learning
- Schein, Edgar – Career anchors
- Schon, Donald – Reflective practice
- Seligman, Martin – Learned optimism at work
- Spencer, Lyle and Signe M Spencer - Competence at Work

Final Examination

Examination dates for trimester one: Friday 12th June to Wednesday 1st July 2009 (inclusive). Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The examination is worth 50% of the total marks available for this course. It is closed book 2-hour examination.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- complete the group assignment and the individual assignments by the due dates; and
- gain at least 40 percent (20/50) in the final examination.

Attendance at lectures is a critical part of the course.

Communication of Additional Information

Information relating to this course will be posted on the **Victoria Management School Noticeboard situated on the Mezzanine Level of Rutherford House**. Course material will be distributed in lectures and/or on the Blackboard server (<http://blackboard.scs.vuw.ac.nz>). Any changes to the course timetable or content, or other announcements, will be raised in lectures and on the Blackboard server.

Handing in Assignments

Students must prepare two copies of each hand-in and keep the second copy for their own reference. Students must also keep an electronic copy of their work archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects
A	excellent performance in almost all respects
A-	excellent performance in many respects
B+	very good, some aspects excellent
B, B-	good but not excellent performance
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	Failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, whether or not the mandatory course requirements have been satisfied.

Penalties - for Lateness & Excessive Length of Assignments

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available** for an assignment submitted after the due time on the due date **for each part day or day late. Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.
- (ii) Course Outlines provide a signal to student of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the Course Coordinator, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, e.g. a medical certificate, or counsellor's report that indicates the degree of impairment, and for how long the student has been impaired. Please be sure to ask at the time of consultation for the degree of impairment to be stated in any certificate you provide to support your case.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement), that precludes an application in advance, students should make contact with the Course Coordinator as soon as possible, and make application for waiver of a penalty as soon as practicable.

- (v) Word limits should be adhered to, especially so when they provide a guide to limiting the student's coverage of a topic. **The penalty will be 5% of the grade for an assignment which is 5% over the word limit.**

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site

(<http://www.vuw.ac.nz/library/resources/virtualref.shtml#style>).

References which can assist with the assignments

Craig, R. L., Ed. (1996). The ASTD training and development handbook : a guide to human resource development. New York, McGraw Hill

Gardner, H. (1985). The Mind's New Science: A History of the Cognitive Revolution. New York, Basic Books.

Garratt, B. (2000). The Twelve Organisational Capabilities. London, Harper Collins.

Kirkpatrick, D. (2007) Implementing the four levels: a practical guide for effective evaluation of training programs. San Francisco, Berrett-Koehler.

Kirkpatrick., D. L. (1998). Another look at evaluating training programs. Alexandria, VA., American Society of Training and Development

Knowles, M. (1986). Using Learning Contracts. San Francisco, Jossey-Bass.

Knowles, M. (1990). The Adult Learner: A Neglected Species. Houston, Texas, Gulf Publishing.

Lynn, L. E. (1999). Teaching and Learning with Cases A Guide Book. New York, Chatham House Publishers.

Mager, R. (1990). Goal Analysis. London, Kogan Page.

Mager, R. (1991). Developing Attitude Toward Learning. London, Kogan Page.

Maier, N. F., Solem, Allen, and Maier, Ayesha (1975). The Role-Play Technique. La Jolla, California, University Associates.

Pfeffer, J., and Sutton, R. I. (2000). The Knowing-Doing Gap. How Smart Companies Turn Knowledge into Action. Boston, Mass., Harvard Business School Press.

Phillips, J., and Stone, R. (2002). How to Measure Training Results. New York, McGraw Hill.

Phillips, J. J. (1997). Handbook of training evaluation and measurement methods. Houston, Gulf Publishing.

Piskurich, G., and Beckschi, P. (2000). The ASTD Handbook of Training Design and Delivery. New Jersey, McGraw Hill.

Raelin, J. A. (2008) Work-based learning : bridging knowledge and action in the workplace. Jossey-Bass, San Francisco.

Ramsey, P., Franklin, T., and Ramsey, D. (2000). On-the-Job Learning - Creating Productive Work Environments. Palmerston North, Dunmore Press.

Robinson, D. G., and Robinson, James C. (2008). Performance consulting : a practical guide for HR and learning professionals / Dana Gaines Robinson, James C. Robinson. San Francisco, Berrett Koehler.

Schank, R. (1997). Virtual Learning. New York, McGraw-Hill.

Schon, D. (1983). The Reflective Practitioner: How Professionals Think in Action. New York, Basic Books.

Senge, Peter (2006) The fifth discipline : the art and practice of the learning organization Doubleday / Currency, New York.

Stewart, J., McGoldrick, J., and Watson, S., Ed. (2001). Researching Human Resource Development. London, Routledge.

Swanson, R. (2007). Analysis for Improving Performance: Tools for Diagnosing Organisations and Documenting Workplace Expertise. San Francisco, Berrett-Koehler.

Journals and databases

Major sources of information are the ProQuest and Emerald databases, available through the library. Gaining skills in using databases such as these is one of the most important parts of the university experience, and you are expected to demonstrate use of this resource in the individual essays. One useful way of tackling training and development is to work through a subject index, such as that used in ProQuest, where you work through in this sequence: topic finder / business and industry / human resource management / training and development. Other major databases to explore are Emerald (Library web page) and www.ingenta.com.

Important magazines and journals available on line are:

- T and D - the magazine of the American Society of Training and Development. Available on ProQuest, this is a practitioner journal which frequently summarizes important research.
<http://proquest.umi.com/pqdlink?Ver=1&Exp=07-012007&REQ=3&Cert=8RkgPFRptdQar916xzihnFf39D3JAAxDzRX3u6KQZzkqD5QwNI3hsVwC9wVoeEEc&Pub=23953>
- Training Magazine, published in Minneapolis. The second most significant practitioner journal from the United States.
- Human Resource Development Quarterly
- Development and Learning in Organisations – an international journal (Emerald database)
- Journal of Management Education

Local practitioner magazines are:

- People and Performance, the magazine of the New Zealand Association of Training and Development.
- Human Resources, the magazine of the Human Resources Institute of New Zealand.

Important websites

New Zealand Association of Training and Development: <http://www.nzatd.org.nz>

The Human Resources Institute of New Zealand Inc <http://www.hrinz.co.nz>

This site has a well organised list of Human Resources organisations in different countries.

<http://www.btinternet.com/~alan.price/hrm/hrsoc.htm>

The Academy of Human Resource Development, the only substantial academic group involved in training issues is at: <http://www.ahrd.org>

The American Society for Training and Development, the major professional body involved in the field of training is at: <http://www.astd.org>

The British Institute of Personnel and Development, is at <http://www.ipd.co.uk>

www.tec.govt.nz - an important site for learning about the New Zealand system for training.

www.dol.govt.nz - the Department of Labour home page from which you can link to useful papers, statistics, and links.

www.eeotrust.org.nz - a useful site aimed at New Zealand employers which contains a wealth of practical information on EEO and diversity.

See the website of the government agency Careers Service for information about particular occupations:

<http://www.careers.govt.nz>

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 on the ground floor (EA005). This counter is the first point of contact for:

- 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 or go to www.victoria.ac.nz/home/about/policy/students.aspx

For information on the following topics, go to the Faculty's website www.victoria.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

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 students or staff.

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

Note: including the work of others will not be considered plagiarism as long as the work 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:

www.victoria.ac.nz/home/studying/plagiarism.html

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 phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.