

School of Government

PUBL 205
DEVELOPMENT POLICY AND MANAGEMENT

Trimester One 2010

COURSE OUTLINE

Contact Details

Course Coordinator: Associate Professor Graham Hassall
Room: Rutherford House Level 8, Room 806, Pipitea Campus
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Administrator: Mara Robertson
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Trimester Dates

Teaching Period: Monday 1 March to Friday 4 June 2010
End of Year Study Period: Monday 7 June to Thursday 10 June 2010
Examination Period: Friday 11 June to Wednesday 30 June 2010 (inclusive)

Class Times and Room Numbers

Lecture Timetable:	Tuesday and Thursday	1.10pm – 2.00pm	HMLT 003
Tutorials:	Tuesday	2.10pm – 3.00pm	KK 202
	Thursday	2.10pm – 3.00pm	KP24 201
	Thursday	4.10pm – 5.00pm	HU 317

Withdrawal from Courses:

Information available via

Withdrawal dates: Late withdrawals with Associate Dean (Students) permission
(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

Withdrawal dates: refunds:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Content

WEEK 1

Introduction

March 2 Description of course outline and requirements

March 4 Characteristics of developing countries – a survey of current issues

Required Reading:

Goulet, Denis (1992). “Development: Creator and Destroyer of Values.” *World Development*, **20**(3): 467 – 474.

Stewart, Frances (1996). “Basic Needs, Capabilities, and Human Development.” Ch. 3 in Avner Offer (ed.) *In Pursuit of the Quality of Life*, Oxford University Press, pp. 46 – 65.

“Overview.” World Economic Survey, United Nations, Department of Economic and Social Affairs, Development Policy and Analysis Division, online at http://www.un.org/esa/policy/wess/wess2009files/wess09/overview_en.pdf

Supplementary Reading:

Sen, Amartya (1999). *Development as Freedom*, Alfred A Knopf, NY. – partially online at

<http://books.google.com.fj/books?id=Qm8HtpFHYecC&printsec=frontcover&dq=%22development+as+freedom%22&client=firefox-a&cd=1#v=onepage&q=&f=false>

UNDESA (2007). *Governance for the Millennium Development Goals: Core Issues and Good Practices*. New York, United Nations. – online at

<http://unpan1.un.org/intradoc/groups/public/documents/un/unpan025110.pdf>

UNESCAP Secretariat (2005). “Second Regional Millennium Development Goals (MDG) Report for Asia and the Pacific: Achieving the MDGs in Asia and the Pacific - an Institutional Perspective.” – online at <http://www.mdgasiapacific.org/node/21>

Wade, Robert Hunter (2001). “The Rising Inequality of World Income Distribution”, *Finance and Development*, December, **38**(4).

WEEK 2

Determining the Development Agenda

March 9 Early models of development and economic growth

March 11 Criticisms of the early models: dependency and world-systems theories

* Problems of measuring living standards and poverty

Required Reading:

Hill, R. P. and J. M. Rapp (2009). "Globalization and Poverty: Oxymoron or New Possibilities?" *Journal of Business Ethics*, **85**: 39 – 47.

Hyden, G. and J. Court (2002). *Governance and Development*. United Nations University.

Nelson, P. J. (2003). "Multilateral development banks, transparency and corporate clients: 'Public-private partnerships' and public access to information." *Public Administration & Development*, **23**(3): 249.

Supplementary Reading:

Secretariat of the Pacific Community (2004). Pacific Islands Regional Millennium Development Goals report 2004: 147. – online at http://www.spc.int/mdgs/MDG_PDF/Front%20matter.pdf

WEEK 3

Governance and Development: the role of institutions

March 16 Improving governance and strengthening institutions

March 18 Increasing trust, integrity, transparency and accountability

Required Reading:

Blind, P. (2006). *Building Trust In Government in the Twenty-First Century: Review of Literature and Emerging Issues*. United Nations Department of Economic and Social Affairs.

Blomkvist, Hans (1992). "The Soft State: Making Policy in a Different Context", Ch. 5 in Douglas E. Ashford (ed.) *History and Context in Comparative Public Policy*, Pittsburgh University Press, pp. 117 – 150.

Diedhiou, A. (2007). "Governance for Development: Understanding the Concept/Reality Linkages." *Journal of Human Development*, **8**(1): 23 – 38.

Supplementary Reading:

Bertucci, G. (ed.) (2006). *Innovations in Governance and Public Administration: Replicating what works*, United Nations, Department of Economic and Social Affairs.

Mashaw, J. L. (2006). "Accountability and Institutional Design: Some Thoughts on the Grammar of Governance" in M. W. Dowdle (ed.) *Public accountability: designs, dilemmas and experiences*. Cambridge, Cambridge University Press, pp. 115 – 156.

McAslan, Erika (2002). "Social capital and development" in V. Desai and R. Potter (eds.) *The Companion to Development Studies*, Hodder Arnold, pp. 139 – 143.

Schoeffel, Penelope (1996). "Governance and Institutional Issues", Ch. V in *Sociocultural Issues and Economic Development in the Pacific Islands*, Asian Development Bank, pp. 125 – 139.

Uslaner, Eric M. (2005). "Trust and Corruption", Ch. 5 in Johann Graf Lambsdorff, Marcus Taube and Matthias Schramm (eds.) *The New Institutional Economics of Corruption*, Routledge, pp. 76 – 92.

WEEK 4

Governance and Development: civil society, law and policy

March 23 Policy Cycles and Networks

March 25 A rights-based approach to development

Required Reading:

Ashman, D. (2005). *Supporting Civil Society Networks in International Development Programs*, AED Center for Civil Society and Governance.

Bates, Robert H. (1994) "Comment", in John Williamson (ed.) *The Political Economy of Policy Reform*, Institute for International Economics: Washington D.C., pp. 29 – 34.

Wagenaar, H. and S. D. N. Cook (2003). "Understanding policy practices: action, dialectic and deliberation in policy analysis" in M. Hajer and H. Wagenaar (eds.) *Deliberative Policy Analysis: Understanding Governance in the Network Society*. Cambridge, Cambridge University Press, pp. 139 – 171.

Williamson, John (1994). "In Search of a Manual for Technopols" in John Williamson (ed.) *The Political Economy of Policy Reform*, Institute for International Economics: Washington D.C., pp. 11 – 28.

Supplementary Reading:

Drezner, Daniel W. (2007). "The New New World Order." *Foreign Affairs* March/April, pp. 34 – 46.

Fischer, F. (2005). *Reframing Public Policy: Discursive Politics and Deliberative Practices*, Oxford University Press.

Innes, J. E. and D. E. Booher (2003). "Collaborative policymaking: governance through dialogue" in M. Hajer and H. Wagenaar (eds.) *Deliberative Policy Analysis: Understanding Governance in the Network Society*. Cambridge, Cambridge University Press, pp. 33 – 59.

Stiglitz, J. E. (2002). "Participation and Development: Perspectives from the Comprehensive Development Paradigm." *Review of Development Economics* 6(2): 163 – 182.

McIntyre, J. (2002). "Critical Systemic Praxis for Social and Environmental Justice: A Case Study of Management, Governance, and Policy."

Minogue, M. and L. Carino (2006). *Regulatory Governance in Developing Countries*, Edward Elgar.

Tshuma, L. "Hierarchies and Government versus Networks and Governance: Competing Regulatory Paradigms in Global Economic Regulation." *Law, Social Justice and Global Development*.

Torgerson, D. (2003). "Democracy through policy discourse" in M. Hajer and H. Wagenaar (eds.) *Deliberative Policy Analysis: Understanding Governance in the Network Society*. Cambridge, Cambridge University Press, pp. 113 – 138.

Toye, John (1994). "In Search of a Manual for Technopols" in John Williamson (ed.) *The Political Economy of Policy Reform*, Institute for International Economics: Washington D.C., pp. 35 – 43.

Yanow, D. (2003). "Accessing local knowledge" in M. Hajer and H. Wagenaar (eds.) *Deliberative Policy Analysis: Understanding Governance in the Network Society*. Cambridge, Cambridge University Press, pp. 228 – 247.

WEEK 5

The role of government in development

March 30 The state v markets: market failure and government failure

April 1 The public sector

Required Reading:

Lyons, M., C. Smuts, et al. (2001). "The changing role of the state in participatory development: from the reconstruction and development programme to growth, employment and redistribution." *Community Development Journal*, **36**(4): 273 – 288.

Streeten, Paul (1993). "Markets and States: Against Minimalism," *World Development*, **21**(8): 1281 – 1298.

Supplementary Reading:

UNDESA (2005). *Unlocking the Human Potential for Public Sector Performance*. New York, United Nations. Online at

<http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN021616.pdf>

Staudt, Kathleen (1991). "The Political Context", Ch. 4 in *Managing Development: State, Society, and International Contexts*, Sage Publications, pp. 62 – 80.

Romer, Paul M. (1993). "Two Strategies for Economic Development: Using Ideas and Producing Ideas", *Proceedings of the World Bank Annual Conference on Development Economics 1992*, pp. 63 – 91.

Clague, C., P. Keefer, S. Knack and M. Olson (1994). "Institutions and Economic Performance: Property Rights and Contract Enforcement", Ch. 4 in Christopher Clague (ed.) *Institutions and Economic Development: Growth and Governance in Less-Developed and Post-Socialist Countries*, Johns Hopkins University Press, pp. 67 – 90.

WEEK 6

Human Development

April 20 Education and health policies in developing countries

April 22 Gender and development

Required Reading:

Cheema, G. S. and L. Maguire (2001). "Governance for Human Development: The Role of External Partners." *Public Administration & Development*, **21**(3): 201 – 209.

Pedwell, C. and D. Perrons (2007). *The Politics of Democratic Governance. Organizing for Social Inclusion and Gender Equity*. One World Action Report of seminar held in London on March 1 – 2, 2007.

UNESCO (1996). *Education for All – Achieving the goal*. Paris: UNESCO. Working document for the Mid-Decade Meeting of the International Consultative Forum on Education for All, Amman, Jordan, 16 – 19 June 1996.

WEEK 7

Promoting a dynamic private sector

April 27 Structural adjustment and regulatory policies

April 29 Financing development and managing government debt

Required Reading:

Meier, Gerald M. (1995). "Policy Prescriptions", X.A in *Leading Issues in Economic Development*, 6th Ed., Oxford University Press, pp. 515 – 535.

Streeten, Paul (1987). "Structural Adjustment: A Survey of the Issues and Options", *World Development*, **15**(12): 1469 – 1482.

WEEK 8

Opening the economy to global influences

May 4 Globalisation and trade policy

May 6 Foreign investment and the transfer of technological know-how

Required Reading:

Loungani, Prakash and Assaf Radin (2001). "How Beneficial is Foreign Direct Investment for Developing Countries?" *Finance and Development*, June, **38**(2).

Porter, T. (2001). "The Democratic Deficit in the Institutional Arrangements for Regulating Global Finance." *Global Governance*, **7**(4): 427 – 439.

Schoeffel, Penelope (1993). "Social Factors in Technology Transfer through Development Aid" in A. Crosbie Walsh (ed.) *Development that Works! Lessons from Asia-Pacific*, Amokura Publications, pp. E1.1 – E1.13.

Watkins, Kevin (2002). "Making globalisation work for the poor", *Finance and Development*, March, **39**(1).

Supplementary Reading:

Brockway, Lucille (1996). "Plant Imperialism", Ch. 9 in Kenneth P. Jameson & Charles K. Wilbur (eds.) *The Political Economy of Development and Underdevelopment*, McGraw-Hill Inc., pp. 116 – 124.

Chu A., J. Hodgson and P. N. P. Matthews (1993). "Technology Transfer – A Case Study in China" in A. Crosbie Walsh (ed.) *Development that Works! Lessons from Asia-Pacific*, Development Studies, Massey University, Monograph No. 3, pp. E2.1 – E2.2.

McKinnon, Jean (1993). "Participations and Technology Transfer: A Case Study from the Lombok Crafts Project" in A. Crosbie Walsh (ed.) *Development that Works! Lessons from Asia-Pacific*, Development Studies, Massey University, Monograph No. 3, pp. E11.1 – E11.5.

WEEK 9

Rural development and the role of agriculture

May 11 Sustainable agricultural and rural community development policy

May 13 Land tenure systems and land reform

Required Reading:

Food and Agriculture Organization (2007). *Good Governance in land tenure and administration*. Rome, Food and Agriculture Organization of the United Nations. – online at <ftp://ftp.fao.org/docrep/fao/010/a1179e/a1179e00.pdf>

Lamour, P. L. (2002). "Policy Transfer and Reversal: customary land registration from Africa to Melanesia." *Public Administration and Development*, **22**: 151 – 161.

Murray, Colin (2002). "Rural livelihoods" in V. Desai and R. Potter (eds.) *The Companion to Development Studies*, Hodder Arnold, pp. 151 – 155.

Supplementary Reading:

Pretty, Jules (2002). "Regenerating agriculture" in V. Desai and R. Potter (eds.) *The Companion to Development Studies*, Hodder Arnold, pp. 171 – 175.

DFID (2001). "Making globalisation work for the poor" in *Poverty: Bridging the Gap*, pp. 67 – 72.

DFID (2001). "Economic Performance and growth" in *Poverty: Bridging the Gap*, pp. 73 – 79.

Meier, Gerald M. (1995). "Designing an Agricultural Strategy", VIII.C in *Leading Issues in Economic Development*, 6th Ed., Oxford University Press, pp. 431 – 452.

- Foster, George M. (1973). "The Rural Community: The Traditional World", Ch. 2 in *Traditional Societies and Technological Change*, New York, Harper and Row, pp. 25 – 41.
- Mascarenhas, R. C. (1993). "Explaining success in South Asian rural development: the importance of routine", *Public Administration and Development*, **13**: 475 – 487.
- Schusky, Ernest L. (1989). "The Green Revolution: Energy Intensive Agriculture in the Southern Hemisphere", Ch. 7 in *Culture and Agriculture: An Ecological Introduction to Traditional and Modern Farming Systems*, Bergin and Garvey, pp. 124 – 146.
- Mascarenhas, R. C. (1988). "The Anand Type Dairy Cooperative Society", Ch. 3 in *A Strategy for Rural Development – Dairy Cooperatives in India*, London/New Delhi, Sage, pp. 65 – 90.
- Kumar, Yogesh (1996). "Building on the Panchayat: using Jal Samitis in Uttar Pradesh", Ch. 11 in Peter Blunt and D. Michael Warren (eds.) *Indigenous Organizations and Development*, Intermediate Technology Publications, pp. 123 – 131.
- McKinnon, John (1993). "How Alternative Can you get Without Risking Survival? Lessons from Three Rural Development Projects Working with the Poor and Politically Weak in Thailand", in A. Crosbie Walsh (ed.) *Development that Works! Lessons from Asia-Pacific*, Development Studies, Massey University, Monograph No. 3, pp. D3.1 – D3.6.
- Hemming, Richard and Kenneth Miranda (1991). "Interest Payments", Ch. X in Ke-young Chu and Richard Hemming (eds.) *Public Expenditure Handbook: A Guide to Public Expenditure Policy Issues in Developing Countries*, International Monetary Fund, Government Expenditure Analysis Division, Fiscal Affairs Department, Washington D.C., pp. 68 – 74.
- St Hill, Rodney L. (1993). "Financial Market Dualism in Low Income Countries: A Review and Policy Suggestions", in A. Crosbie Walsh (ed.) *Development that Works! Lessons from Asia-Pacific*, Development Studies, Massey University, Monograph No. 3, pp. B3.1 – B3.6.
- MacIsaac, Norman & Abu N. M. Whahid (1996). "The Grameen Bank: Its Institutional Lessons for Rural Financing", Ch. 37 in Kenneth P. Jameson & Charles K. Wilbur (eds.) *The Political Economy of Development and Underdevelopment*, McGraw-Hill Inc., pp. 596 – 609.

WEEK 10

Development, Conflict, and Peace-building

May 18 Conflict, under-development, and conflict resolution

May 20 Development and Peace-building

Required Reading:

Musoni, P. (2004). "Reconstructing Governance and Public Administration Institutions for Effective, Conflict-Sensitive Rule of Law," Ch. 4 in *Reconstructing Governance and Public Administration for Peaceful, Sustainable Development*. United Nations.

Department of Economic and Social Affairs. New York, United Nations, pp. 62 – 73. – online at <http://unpan1.un.org/intradoc/groups/public/documents/un/unpan014028.pdf>

Rosenblum-Kumar, G. (2004). “An Analysis of Strategic Processes for Conflict-Sensitive Reconstruction of Governance and Public Administration,” Ch. 1 in *Reconstructing Governance and Public Administration for Peaceful, Sustainable Development*. United Nations. Department of Economic and Social Affairs. New York, United Nations, pp. 3 – 22.

Warner, M. (2000). *Conflict Management in Community-Based Natural Resource Projects: Experiences from Fiji and Papua New Guinea*. London, Overseas Development Institute.

WEEK 11

Urbanization and the Environment

May 25 Planning for urbanization

May 27 Local communities and responding to climate change

Required Reading:

Deri, A. and M. Alam (2008). “Local Governments and Climate Change.” *Commonwealth Secretariat Discussion Paper*. London, Commonwealth Secretariat.

Devas, N. (2001). “The Connections Between Urban Governance and Poverty.” *Journal of International Development* **13**(7): 989 – 996.

Storey, D. (2006). “Urbanisation in the Pacific.” *State Society and Governance in Melanesia*. Targeted Research Paper for AusAID.

WEEK 12

Bringing it all together: Policy Leadership for Development

June 1 Development v strategic planning and the role of leadership

June 3 The current state of the debate on development policy

Required Reading:

Safty, A. (2003). “Moral Leadership: Beyond Management and Governance.” *Harvard International Review*, **25**(3): 84 – 89.

Van Wart, M. (2003). “Public-Sector Leadership Theory: An Assessment.” *Public Administration Review*, **63**(2): 214 – 228.

Tutorials:

Topic for week beginning

- | | |
|----------|---|
| March 8 | What are the fundamental purposes of development policy? How are these best achieved? |
| March 15 | What approaches to development were tried in the course of the twentieth century and with what results? |
| March 22 | In what ways can the institutions of governance be strengthened to promote development outcomes? How can these institutions strengthen their integrity and reduce the potential for corruption? |
| March 29 | What is meant by “civil society” and “policy networks”. How can civil society actors best interact with development law and policy? |
| April 19 | What are the respective roles of “the state” and “the market” in development? What is meant by “market failure” and what can states and other institutions do should this occur? |
| April 26 | If health and education are so important to human development, why are development efforts in these sectors lagging? How should development practitioners and their policies respond? |
| May 3 | What is meant by “structural adjustment” and what lessons have been learnt about “right-sizing” the size and cost of government? |
| May 10 | What is meant by the term “globalisation”? What advantages and disadvantages does this phenomenon pose for developing countries? |
| May 17 | What are the key challenges facing the agricultural sector in developing countries? What part do land tenure systems play in development? |
| May 24 | What is the relationship between conflict on development? How can governance institutions respond in conflict and post-conflict situations? |
| May 31 | What are the key features of urban development policy? How should urban policy respond to issues of climate change? |

Course Learning Objectives

Course Objectives: By the end of this course, students should be able to:		Major Attributes
1	Describe the concepts, methods and theories of development.	MA 2
2	Apply the concepts, methods and theories of development to specific developing countries.	MA 7
3	Identify the development policies currently being recommended by the major international aid agencies and describe their strengths and weaknesses.	MA 8
4	Discuss and analyse the political aspects of development policy, including the main concepts and mechanisms of governance, approaches to deterring corruption and broadening popular participation in the development process.	MA 4
5	Discuss and analyse factors of critical importance in the development process, including the role of women in development, reconciling faster economic growth with environmental sustainability, maintaining macroeconomic stability, the role of agriculture in development, managing a developing country's relationships with the global economy, and financing development and managing debt.	MA 4, MA 5
6	Discuss the most appropriate way of measuring progress in achieving development goals.	MA 3
7	Identify the policies most likely to promote economic and social development in a developing country.	MA 1

Major Attributes: PUBL majors will be able to	
MA1	Judge the defining features of good policy analysis and advice and appraise how they are best produced
MA2	Demonstrate an understanding of the influence of political ideas and philosophies, and of constitutional and political institutions on public policy
MA3	Demonstrate an understanding of the contribution of quantitative and qualitative methods in policy analysis
MA4	Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and demonstrate an understanding of the distinction between government and governance
MA5	Appraise different disciplinary contributions to the development, implementation and evaluation of public policy
MA6	Judge the relevance and importance of evidence in policymaking
MA7	Apply the comparative method to policy analysis, and identify insights that might be drawn from other policy jurisdictions
MA8	Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options
MA9	Analyse complex policy issues from multiple perspectives and identify opportunities for innovation
MA10	Express ideas succinctly and persuasively both in written form and orally
MA11	Construct and articulate rationales for public policy intervention

MA12	Demonstrate an understanding of the significance of ethics and accountability in the study and practice of public policy
MA13	Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand

Course Delivery

The course will be delivered through two 1 hour lectures and through one 1 hour tutorial per week. Questions and discussion by students during lectures is encouraged. The tutorials are based on the lecture material and take the format of general discussion structured around the question set in the course outline, plus any others provided by the lecturer during lectures. Students are expected to be able to answer the tutorial questions and to actively participate in the general discussion.

Expected Workload

Students are expected to undertake an average of 2 to 3 hours of self-directed study for each contact hour. This means students should expect a workload of between 8 to 12 hours per week.

Course Readings

Please obtain a copy of the Course Readings from VicBooks, Student Book Centre, Kelburn campus. Additional readings can be obtained from the library.

Assessment Requirements

1. Examination - 50% (2 hours)
2. Essay 1 - 15% - due 1 April 2010
Essay 2 - 35% - due 20 May, 2010

(Both Essays will be collected in class on the due date.)

Grading is on a relative basis. Both the essays and the examinations are assessed to evaluate the students' comprehension of the subject, ability to organise the materials, and use of library and web-based sources.

Extensions for essays may only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student's control.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Mandatory Course Requirements and Penalties

To fulfil the mandatory paper requirements for this paper you must:

- Attend eight of the scheduled tutorial sessions.
- Submit all written assignments by the due date. A late assignment will have its mark reduced by 3% for each day it is overdue unless there is a very good reason why it was late.
- Sit the course examination.

Assignments will not be accepted that are over a week late. Assignments significantly exceeding the word limit will have 5 marks deducted.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show a “K” (fail due to not satisfying mandatory course requirements, even though the student’s course requirements reached the level specified for a pass).

To pass PUBL 205 a student must meet the mandatory requirements and achieve at least a total of 50% over all the assessment.

Examinations

The final examination for this course will be scheduled at some time during the period from **Friday 11 June to Wednesday 30 June 2010.**

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

Class Representative

A class representative will be elected in the first class, and that person’s name and contact details will be available to VUWSA, the course coordinator, and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of the students.

Communication of Additional Information

Additional information, or any changes to the information contained in the course outline, will be conveyed to students by way of notices on Blackboard.

Academic Integrity, Plagiarism, and the use of Turnitin

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

‘Someone else’s work’ means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

If in doubt seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/