

Victoria Management School

## HRIR 302: Managing Employment Agreements

Trimester One 2011

### COURSE OUTLINE

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**COURSE COORDINATOR/LECTURER**

**Dr Stephen Blumenfeld**

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**COURSE TUTOR**

**Parley Reynolds**

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**ADMINISTRATOR**

**Tania Loughlin**

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**TUTORIAL COORDINATOR**

**Garry Tansley**

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**EMAIL CONTACT**

Students wishing to contact staff by email should adhere to the following instructions:

Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email,

e.g., *HRIR 302\_Smith\_Pauline\_3000223344\_Ass1 Query*

All students must use their VUW SCS email account and ID. Otherwise, email will be classified as 'spam' and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff.

**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 students.

**CLASS TIMES AND ROOM NUMBERS**

Lectures: Begin March 3rd  
Thursdays 12:40 – 14:30 (GB LT 4)

Tutorials: Begin the week of March 14<sup>th</sup>  
Various days & times TBA (see TUTORIAL & WORKSHOP SIGNUP below)

This course also has a 6-hour bargaining workshop, scheduled for Saturday, March 26<sup>th</sup>.

This course has a 2-hour final examination, to be scheduled during the exam period, which runs from June 10<sup>th</sup> through July 2<sup>nd</sup>.

**COURSE CONTENT**

This course provides advanced study of the regulation (or governance) of employment relations in New Zealand. It is intended for students seeking a career in human resource management or industrial relations or proceeding to honours level. Material covered in this course pertains to the negotiation and administration of employment agreements, the institutions and processes set up in New Zealand for resolving employment relations problems, the role of trade unions in those processes, and critical analysis of issues of contemporary relevance to employment and employment relations in New Zealand.

## OVERALL COURSE OBJECTIVES

The course has three principal aims:

- to provide an understanding of the ways in which the processes of employment relations are conducted in New Zealand;
- to explore the practical aspects of negotiation and operating under employment agreements in unionised and non-unionised organisations; and
- to place employment relations in its wider legal, economic, and political environments.

## COURSE-RELATED STUDENT LEARNING OBJECTIVES

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

- demonstrate an applicable understanding of the major theoretical frameworks and concepts relevant to the study of employment relations; (*assessed by essay, case analysis, debate & examination*)
- apply such frameworks to describe and critically evaluate employment relations practices in the New Zealand context; (*assessed by essay, case analysis, & examination*)and
- present a reasoned assessment and analysis of changes in the management of employment relationships (*assessed by essay, case analysis & examination*).

## EXPECTED WORKLOAD

One point should equate to 10 hours of work, which means a total of 150 hours for a 15-point course, which will typically be spread over a 15 week period (the 12 teaching weeks, mid-trimester break, study week and the examination period). Note, however, that time spent on work outside class has to be an estimate for an average student. Therefore, students can expect the workload to be approximately 10 hours per week, including both scheduled contact time (i.e., lectures and tutorials) and outside class. Students will note that required readings amount to an average of approximately fifty (50) printed pages per week.

## GROUP WORK

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question. Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

## TUTORIAL & WORKSHOP SIGNUP

HRIR 302 tutorials start the 3<sup>rd</sup> week of the trimester. Tutorial sign up will be done via S-CUBED Tutorial & Workshop Signup System at <https://signups.victoria.ac.nz/>. Students will be sent an email advising them when and how to sign up. Note that this system is only signing up for tutorials and workshops and not for enrolling into courses. Placement into a tutorial will be strictly on a first-come-first-served basis and will close on Thursday 10th March @ 23.59hrs. Confirmation of your tutorial group will be posted on Blackboard by 17:00 (5:00pm), Friday, 11th March 2011. If you have not been able to sign yourself into a tutorial by this time then please contact the Tutorial Coordinator by email ASAP.

## READINGS

Students are expected to have and use their own copy of Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010) and the *Employment Relations Act 2000*. Both are available at the Victoria University Book Centre on the Ground Level of Rutherford House. The *Employment Relations Act (ERA) 2000*, along with other relevant New Zealand legislation, is also available on the Internet at <http://legislation.knowledge-basket.co.nz/gpacts/actlists.html>. In addition, a volume of course readings (“Student Notes”) will be issued to students at the first lecture on Thursday, March 3<sup>rd</sup>. After that time, the readings may be collected from the 10<sup>th</sup> Floor Reception (Room 1022) in Rutherford House. To receive the readings, students will need to provide their VUW Student ID.

*Teaching Period: Monday 28 February – Friday 3rd June*  
*Study Period: Monday 6 June – Thursday 9 June*  
*Examination Period: Friday 10 June – Saturday 2 July (inclusive)*

HRIR 302 LECTURE & TUTORIAL SCHEDULE—1<sup>ST</sup> TRIMESTER 2011

Week of	Lecture Topics & Additional Materials
28 February 2011	Course Introduction and Overview Labour Market Deregulation in New Zealand
07 March 2011	Employment as a Contractual Relationship
14 March 2011	Employment Institutions in New Zealand Tutorial—Video: “The Negotiator” (51 minutes)
21 March 2011	Bargaining Structure & Outcomes Tutorial—Assignment of Bargaining Teams The Process of Collective Bargaining
<b>Saturday 26 March 2011—Workshop: Employment Contract Negotiation Exercise</b>	
28 March 2011	Freedom of Association & Trade Unions Tutorial—Video: “All in Good Faith” (22 minutes) Video: “On the Level” (25 minutes)
04 April 2011	Personal Grievances & Rights Disputes Tutorial—Cases: “Forbidden Nuptials,” “How Much Bereavement Leave Pay” & “Gross Safety Violation”
<b>Essay Assignment Due Friday 08 April 2011 no later than 4.30pm</b>	
11 April 2011	Human Rights & Equity in Employment
<b>16 April – 01 May 2011— Mid-trimester Break</b>	
02 May 2011	The Individual Employment Relationship Non-Standard and Contingent Employment
09 May 2011	Labour Market Flexibility & Productivity
16 May 2011	Strikes & Lockouts Occupational Health & Safety
23 May 2011	Discipline & Dismissal
30 May 2011	Redundancy & Restructuring Course Review
<b>PG/Dispute Case Assignment Due Friday 03 June 2011 no later than 4.30pm</b>	

## **HRIR 302 ASSIGNED READINGS—1<sup>ST</sup> TRIMESTER 2011**

### **Course Introduction & Overview**

A.J. Geare, "New Zealand Industrial Law," in Dennis R. Nolan (ed.), *The Australasian Labour Law Reforms: Australia and New Zealand at the End of the Twentieth Century* (Leichhardt, NSW: Federation Press, 1998), pp. 29-51.

### **Labour Market Regulation (and Deregulation) in New Zealand**

Jane Kelsey, "Labour Market Deregulation," *The New Zealand Experiment: A World Model for Structural Adjustment?*, 1<sup>st</sup> Revised Edition (Auckland, New Zealand: Auckland University Press, 1997), pp. 173-206.

Philip S. Morrison, "Deregulation of the New Zealand Labour Market," *GeoJournal* Vol. 59, No. 2 (2003):127-136.

Margaret Wilson, "A Struggle Between Competing Ideologies," Chapter 2 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 9- 23.

### **Employment as a Contractual Relationship**

Penelope Brook, "A Contractual Approach to Labour Market Regulation," in *Freedom at Work: The Case for Reforming Labour Law in New Zealand* (Auckland: University of Auckland Press, 1990), pp. 94-128.

### **Employment Institutions in New Zealand**

Ian McAndrew, "The Employment Institutions" Chapter 6 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 74- 93.

George Lafferty and Robyn May, "Legislation, Mediation and Unions: New Zealand's *Employment Relations Act 2000*, Paper presented at the Labour Movements Conference (Sheffield, July 2004).

Charles Chauvel, "On Why the Employment Court Should Be Abolished," *Employment Law Bulletin* (September 2002):89-91.

### **The Process of Collective Bargaining**

A.J. Geare, "Bargaining," in *Industrial Relations: A General Introduction and the New Zealand System*, 3<sup>rd</sup> Revised Edition (Dunedin, New Zealand: Foundation for Industrial Relations, Research and Education NZ, 1995), pp. 161-202.

### **Bargaining Structure & Outcomes**

Stephen Blumenfeld, "Collective Bargaining," Chapter 4 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 40-55.

Andrew Caisley, "Clarity or Confusion: The Employment Relations Amendment Act 2004 Under the Lens," Chapter 5 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 67-73 (only).

### **Freedom of Association & Trade Unions**

Laila Harre, “Collective Bargaining—Right or Privilege,” Chapter 3 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 24-39.

Helen Kelly, “Challenges and Opportunities in New Zealand Employment Relations,” Chapter 9 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 133-148.

Michael Barry and Pat Walsh, “State Intervention and Trade Unions in New Zealand,” *Labor Studies Journal* Vol. 31, No. 4 (Winter 2007):55-78.

### **Personal Grievances & Rights Disputes**

John Hughes, “Personal Grievances,” in Raymond Harbridge (Editor), *Employment Contracts: New Zealand Experiences* (Wellington: Victoria University Press, 1993), pp. 89-133.

Gordon Anderson, “The Personal Grievance Provisions,” *Employment Law Bulletin* (April 2000):63-64.

### **Strikes & Lockouts**

Andrew Wilson, “But What Does It Mean?,” *New Zealand Management* Vol. 48, No. 2 (March 2001):55.

Len Perry, “Labour Market Reforms and Lockouts in New Zealand,” *Australian Bulletin of Labour* Vol. 32, No. 4 (2006):401-420.

Chris Briggs, “Strikes and Lockouts in the Antipodes: Neo-Liberal Convergence in Australia and New Zealand,” *New Zealand Journal of Employment Relations* Vol. 30, No. 3 (October 2005):21-35.

### **Occupational Health & Safety in New Zealand**

John Wren, “A Contested Workplace: Situating New Zealand’s OHSM Regulatory Practice within the Literature – an Introduction to the Policy History and Regulatory Debates,” *New Zealand Journal of Employment Relations* Vol. 33, No. 3 (2008):45-69.

Felicity Lamm, “Participative and Productive Employment Relations: The Role of Health and Safety Committees and Worker Representation,” Chapter 10 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 168-184.

### **The Individual Employment Relationship**

Barry Foster and Erling Rasmussen, “Employer Attitudes to Collective Bargaining,” Chapter 8 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 116-132.

John Hughes, “Good Faith Bargaining and Individual Employment Agreements,” *Employment Law Bulletin* No. 8 (2004):95-101.

### **Non-Standard Employment**

Paul Spoonley, “Is Non-Standard Work Becoming Standard? Trends and Issues,” *New Zealand Journal of Employment Relations* Vol. 29, No. 3 (October 2004):3-24.

Erling Rasmussen and Danaë Anderson, “Between Unfinished Business and Uncertain Future,” Chapter 13 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 208-223.

Pam Nuttall and Felicity Reid, "Employee or Independent Contractor? Comments on: Three Foot Six Limited v Bryson (CA 246/03, 12 November 2004)," *New Zealand Journal of Employment Relations* Vol. 30, No 1 (February 2005):87-92.

### **Labour Market Flexibility & Productivity**

Barbara Burton, "Employment Relations 2000-2008: An Employer View," Chapter 7 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 94-115.

Nigel Haworth, "Economic Transformation, Productivity and Employment," Chapter 10 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 149-167.

Colm McLaughlin, "Building a 'High Road' Economy? The Employment Relations Act in an Interational Perspective," Chapter 12 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 185-207.

### **Human Rights & Equity in Employment**

Julie Kemp, "The Human Rights Act in the Workplace," *New Zealand Law Journal* (April 1997):133-136.

John Hughes, "Editorial: Challenging Discrimination," *Employment Law Bulletin* (October 2006):125-127

Peter Kiely, "Discrimination and Human Rights: An Overview of Remedies," *New Zealand Journal of Industrial Relations* Vol. 18, No. 3 (1993):362-375.

Prue Hyman, "Pay equity and equal employment opportunity in New Zealand: Developments 2006/2008 and Evaluation," *New Zealand Journal of Employment Relations*, Vol. 33, No. 3 (2008): 1-15.

### **Discipline & Dismissal**

Alan Knowsley, "Employers' Guide to the Disciplinary Process," *New Zealand Business* (April 2005):8.

New Zealand Department of Labour, *Themes in Employment Law: The New Test of Justification Explained* (Wellington: Department of Labour, 2006).

Andrew Caisley, "Clarity or Confusion: The *Employment Relations Amendment Act 2004* Under the Lens, Chapter 5 in Erling Rasmussen (Editor), *Employment Relationships: Workers, Unions and Employers in New Zealand* (Auckland: Auckland University Press, 2010), pp. 56-67 (only).

### **Redundancy & Restructuring**

Raymond Harbridge and Aaron Crawford, "Redundancy: The Rise and Rise of Judicial Activism," *Proceedings of the 13<sup>th</sup> Association of Industrial Relations Academics of Australia and New Zealand Conference*, Volume 1 (Adelaide, South Australia, Australia, 4-6 February 1999), pp. 47-56.

Christopher Hogg, "Reversal of 'Fortune'," *Employment Today* (June 1998):23-25.

Peter Kiely, "Redundancy and Good Faith," *The Employment Agreement* (May 2001):7-8.

Jim Roberts, "Process is Power," *Employment Today* (October/November 2002):34.

## ASSESSMENT REQUIREMENTS

Assessment for this course consists of three items—an essay and a personal grievance/rights dispute case, each worth 25% of the total assessment, and a two-hour final examination, which is worth 50% of the total assessment and will take place during the examination period following the end of the trimester. Although no marks are allocated for this, **regular attendance in lectures and tutorials and, in particular, during the contract negotiation exercise is required of all students.**

Assignment	Title	% of Marks Available	Due Date
1	Essay	25	08 April 2011
2	PG/Rights Dispute Case	25	03 June 2010
3	Examination	50	TBA
	<b>TOTAL</b>	<b>100</b>	

### ESSAY ASSIGNMENT

*Value:* 25% of the final grade

*Length:* 2,500 – 3,000 words

*Topic:* Shortly after New Zealand’s general election in November 2008, the newly-elected Government amended the *Employment Relations Act 2000* to implement the National Party’s policy on trial employment periods for new employees of businesses with fewer than 20 employees. Under this legislation, which came into effect on March 1<sup>st</sup> 2009, employees of small and medium sized employers in New Zealand can, within 90 days of starting their jobs, be dismissed without written notice and without the employer having to provide any reason for the dismissal.

Following enactment of this amendment, Minister of Labour Kate Wilkinson said the Government was open to extending coverage of the legislation to all employers, irrespective of size. To that end, a 9-page explanatory note attached to the bill as tabled in Parliament late in 2008 stipulated: “Extending the (90-day trial period) initiative to all employers would have a positive effect on labour market efficiency. Consideration could be given to evaluating the outcomes of this legislative change with a view to extending it to cover all employers in future.”

A number of changes to the *Employment Relations Act 2000* were passed by Parliament late last year. The *Employment Relations Amendment Act 2010* introduced a wide range of legislative amendments, including extending trial periods to all employers. That change, which effectively repeals Section 67A(4) of the *ERA 2000*, is set to go into effect on 01 April 2011.

It’s important to note in this regard that the aim of the ‘grievance-free’ period is to allow employers to take a chance on employing someone who will help grow their business and afford new job opportunities to people looking for work. Given that the majority of workers in New Zealand ultimately find work with larger employers, it seems this objective of the legislation could be better met by extending the coverage of this act to all (potential) employers. This, though, must be weighed against the potential negative consequences of what is effectively a form of ‘employment-at-will’, whereby an employee can be dismissed for a good reason, a bad reason, or no reason at all.

What do you think? Should (all, some, or no) employers (in New Zealand or elsewhere) have the right to hire new workers on a probationary basis without the threat of having to defend against an unjust dismissal claim should they decide to discontinue that employment relationship prior to at the end of that trial period? Why or why not? What are the tradeoffs of such a policy? Discuss and support your arguments with evidence derived from your researching of this topic.

### PG/RIGHTS DISPUTE CASE ASSIGNMENT

To be posted on Blackboard for HRIR 302 following the mid-trimester break

## SUBMITTING ASSIGNMENTS FOR ASSESSMENT

Completed HRIR 302 assignments (i.e., both essay and case assignments) are to be submitted no later than 4.30pm (NZ time) on the due date **to the HRIR 302 Box (#14)** on the Mezzanine Floor of Rutherford House **in hard copy**. Essay assignments (i.e., not case assignments) must also be submitted **electronically through Blackboard** within 48 hours of the due date and time.

Submitted essay assignments will be automatically checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. In addition, 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

The decision about whether any copying is plagiarism will be made in the first instance by the lecturer based on the information supplied by Turnitin. Students are strongly advised to check with their lecturer if 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, access to the full text of submissions will not be made available to any third party.

**All hard-copy (i.e., not electronic or 'soft' copy) submissions of assignment must have a cover sheet.** The cover sheet is in Annex A of this course outline. 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.

*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.*

## 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 website at <http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>.

## GRADING GUIDELINES

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

- A+ excellent performance in all respects at this level
- A excellent performance in almost all respects at this level
- A- excellent performance in many respects at this level
- B+ very good, some aspects excellent
- B, B- good but not excellent performance at this level
- 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.



Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" 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.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard or on the Mezzanine Floor Notice-board.

#### MANDATORY COURSE REQUIREMENTS

To meet Mandatory Course Requirements, students are required to:

- a. attend the Saturday collective bargaining workshop;
- b. attend at least 4 out of 5 tutorials;
- c. submit a hardcopy of the two graded assignments no later than 7 days after the due date;
- d. submit an electronic copy of the one essay assignment through Blackboard no later than 7 days after the due date; and
- e. obtain at least 40 per cent (i.e. 20 marks out of 50) of the marks available on the examination.

#### 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 5 percent 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 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 Tutorial 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, eg 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 Tutorial 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. For example the penalty will be proportional to the percentage over the limit - **X% of the grade for an assignment which is X% over the word limit**.

## POLICY ON REMARKING

Every attempt is made to ensure that the marking is consistent and fair to students. Students may ask for their written work to be remarked. A different academic staff member will do the remarking and provide comments. The original marking sheet is removed to ensure the process is independent. If the mark differs by 10% or less the two marks are averaged. If it exceeds 10% then it is independently marked by a third marker and the average of the two closest marks is taken. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment at Reception Level 10. Allow for up to 5 days for remarks to be completed.

## WITHDRAWAL FROM COURSES

1. Your fees will be refunded if you withdraw from this course on or before 11 March 2011.
2. The standard last date for withdrawal from this course is.....(14 May for courses with 12 teaching weeks, otherwise the Friday closest to the three-quarter point between the start and end dates). After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Faculty's Student Customer Service Desks.

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

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study).

Find out about academic progress and restricted enrolment at <http://www.victoria.ac.nz/home/study/academic-progress.aspx>.

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at <http://www.victoria.ac.nz/home/study/calendar.aspx> (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at [www.victoria.ac.nz/home/about\\_victoria/avcademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcademic/default.aspx).

## COMMUNICATION

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

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

## MANAAKI PIHIPIHINGA PROGRAMME

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce & Administration, and Humanities & 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 Manaaki Pihipihinga Programme, go to [http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

## FACULTY OF COMMERCE AND ADMINISTRATION (FCA) OFFICES

Student enquiries should initially be directed to the counter located on the Ground Floor of Rutherford House at the Pipitea Campus. An office for the Faculties of Commerce and Administration, Education, and Law, dealing with administration for students taking courses taught at the Kelburn campus, is located on the Ground Floor of the Easterfield Building on Kelburn Parade. Opening hours are listed at <http://www.victoria.ac.nz/fca/studenthelp/counter.aspx>.

For information on the following topics, go to the FCA Student and Academic Services website at <http://www.victoria.ac.nz/fca/studenthelp/>:

- Course Advice
- Academic Transcripts
- Change of Course
- Examination Rules
- Degree Audits
- Transfer of Credits
- Certificate of Proficiency Enrolment (COP)
- Thesis Enrolment and Examination
- PhD Registration
- Conferment of Qualifications
- General Enquiries

ANNEX A



**Victoria Management School**

**HRIR 302 Individual Assignment Cover Sheet**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Course Coordinator's Name: \_\_\_\_\_

Date Due: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

*I have read and understood the university policy on Academic Integrity and Plagiarism.  
I declare this assignment is free from plagiarism.*

Signed: \_\_\_\_\_

Extension of the due date (*if applicable*)

**Please attach a copy of the note authorising your extension.**

Date extension applied for: \_\_\_\_\_

Extension granted until: \_\_\_\_\_

Extension granted by: \_\_\_\_\_

ANNEX B



Victoria Management School

HRIR 302

Request for re-examination of assessed work

	<b>Assessment affected</b> <i>e.g. Individual Assignment, In-class Test</i>
<b>Student ID</b>	Name <i>As it appears in your enrolment</i>
<b>Contact Details</b>	<i>Phone</i> _____ <i>Email</i> _____

*Specify which section (criteria specified in the mark sheet) you wish to be re-examined*

*Note: requests to re-examine “all” criteria will not be considered.*

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**Clearly state why you believe each of these sections should be re-examined:**

Note: “I think it is worth more,” is insufficient.

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In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

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Signature

.....  
Date