

Victoria Management School  
**HRIR 402 INDUSTRIAL RELATIONS**  
Trimester One 2011  
**COURSE OUTLINE**

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**CONTACT DETAILS**

**COURSE COORDINATOR & LECTURER**

**Dr Stephen Blumenfeld**

Room: RH1010, Rutherford House

Phone: 463 5706

Email: [stephen.blumenfeld@vuw.ac.nz](mailto:stephen.blumenfeld@vuw.ac.nz)

Website: [www.vuw.ac.nz/vms](http://www.vuw.ac.nz/vms)

**ADMINISTRATOR**

**Tania Loughlin**

Room: RH 1022, Rutherford House

Phone: 463 5358

Email: [tania.loughlin@vuw.ac.nz](mailto:tania.loughlin@vuw.ac.nz)

**CLASS TIMES AND ROOM NUMBER**

**Lectures:** Tuesdays: 13:40 – 16:30 RHG02

There is no examination scheduled for this course.

**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.

**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.

**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., *HRIR402\_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.

**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.

## INTRODUCTION

Industrial relations (IR) is a multidisciplinary field that studies the interaction of employees, employers, and the government in work relationships, and the social and economic outcomes of those relationships. The field of industrial relations has historically focused on labour relations (union-management relations), but it also includes other legal and institutional factors affecting the relationship between workers and managers.

## BCA HONOURS LEARNING OBJECTIVES

- Directly access, comprehend, critically assess and draw on the published international scholarly research in their discipline.
- Display insight in adapting and applying a theoretical framework(s) to real world situations.
- Design and implement a research project or demonstrate advanced analytical skills
- Explain, discuss and use a range of concepts, theories, and/or techniques in their discipline.
- Convey key discipline-specific concepts concisely in an appropriate written format.
- Display articulate oral communication skills.
- Provide direction and/or present new ideas persuasively.

## OVERALL COURSE OBJECTIVES

The course has three principal aims:

- to enhance knowledge of the evolution of industrial relations theory, theories of the labour movement, theories of employer/managerial behaviour, and the interrelationship between theory, research, and practice;
- to provide an understanding of the ways in which the processes of employment relations are conducted around the world;
- to gain insight into industrial relations systems in selected industrially developed, newly-industrialised, and developing economies; and
- to place industrial relations in its wider legal, economic, and political environments.

## PROGRAMME AND COURSE-RELATED LEARNING OBJECTIVES

The purpose of this course is to introduce students to industrial relations with primary emphasis on industrial relations systems and practices in a comparative and international context, examining topical themes as well as historical developments. It provides advanced study for persons seeking a career in human resource management or industrial relations or proceeding to masters or PhD level. Delivery is via class discussion.

## COURSE-RELATED STUDENT LEARNING OBJECTIVES

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

- to demonstrate an understanding of the major theoretical frameworks and concepts relevant to the study of industrial relations;
- to use such frameworks to describe and critically evaluate employment relations practices in various national and international contexts; and
- to offer a reasoned assessment and analysis of changes in industrial relations systems.

## EXPECTED WORKLOAD

Students can expect the workload to be approximately 16 hours per week, including both scheduled contact time (i.e., lectures) and outside class. Students will note that required readings amount to an average of approximately 150 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.

## ASSESSMENT REQUIREMENTS

Assessment for this course consists of three assignments—three 4000-word essays, each worth 25 of the student’s overall mark in the course; 2 in-class presentations, each worth 10%; and class participation, worth 5% of the total assessment.

Assignment	Title	% of Marks Available	Due Date
1	Completed Essay Assignment #1	25	29 March 2011
2	Completed Essay Assignment #2	25	10 May 2011
3	Completed Essay Assignment #3	25	03 June 2011
4	Critical Reviews of the Literature	20	Various dates
5	Participation	5	Each Week
	TOTAL	100	

## ESSAY ASSIGNMENTS

The **1st essay** is to take the form of a theoretical critique—no more than 4,000 words in length—which seeks to explain the evolution of industrial relations theory and practice:

*In his book Employment with a Human Face, John Budd contends, “(I)ndustrial democracy entails having a meaningful voice in the determination of working conditions based on the political principles of democracy (p. 25).” Budd also notes, “The traditional industrial relations mechanism for establishing a level playing field between labor and management—and therefore the foundation of democratic practices among equals—is through unionization. Other perspectives, such as the human resource management view, challenge the necessity of unionization to bring democracy into the workplace (p. 28).” Critically evaluate the notion that human resource management, as a workplace governance mechanism, is a means of establishing industrial democracy in organisations.*

The **2nd and 3rd essays** will be assigned later in the trimester and will be posted on Blackboard as well as discussed in class.

## CRITICAL REVIEWS (2 x 10% or 20% of the final grade)

Students will make **two (2) in-class presentations** during the term based on the lecture topic and readings for the given week in which the presentation is made. These presentations will each take the form of a critical review of the readings assigned for that week. Presentations should be at least 1 hour in duration and may take up to a maximum of 3 hours. The framing of issues covered in the student’s presentation must be grounded in the week’s reading assignment but may also include material derived from outside sources and the student’s own research. The critical review incorporated in the presentation should include careful appraisal, assessment and engagement with those readings. The student should begin by constructing a question and framing the question within the literature. The student should then lay out the issues that need to be addressed, identify the issue they plan to address, and then make an argument to support a particular perspective. A written outline of the presentation (including

a list of any reference sources) must be submitted by the student on the day of the presentation.

Further details regarding in-class presentations will be discussed during the 1<sup>st</sup> class session. Students will be graded on the quality of their presentation and the critical arguments they make. Students will select the weeks and, therefore, topics for these critical reviews in the 2<sup>nd</sup> class session.

*Teaching Period: Monday 28 February – Friday 3rd June 2011*

**HRIR 402 COURSE SCHEDULE—1<sup>ST</sup> TRIMESTER 2011**

<b>Seminar Date</b>	<b>Topic</b>
01 March 2011	Course Introduction
08 March 2011	Ways of Thinking About Industrial Relations
<b>Essay #1 Draft Due Tuesday, 15 March 2011, at the start of the class session</b>	
15 March 2011	Balancing Efficiency, Equity & Voice
22 March 2011	Labour Market Economics and Regulation
<b>Essay Assignment #1 Due Tuesday, 29 March 2011, at the start of the class session</b>	
29 March 2011	Employment as a Contractual Relationship
05 April 2011	The Economics of Institutions
<b>Essay #2 Draft Due Tuesday, 12 April 2011, at the start of the class session</b>	
12 April 2011	Industrial Democracy
<b>16 April – 01 May 2011— Mid-trimester Break</b>	
03 May 2011	Stakeholder Theory and the Pluralist Perspective
<b>Essay Assignment #2 Due Tuesday, 10 May 2011, at the start of the class session</b>	
10 May 2011	A Rights-Based Approach to Industrial Relations
17 May 2011	Varieties of Capitalism and the Role of Institutions
<b>Essay #3 Draft Due Tuesday, 24 May 2011, at the start of the class session</b>	
24 May 2011	The Critical Political Economy Perspective
31 May 2011	Challenges to Industrial Relations in Global Production Systems
<b>Essay Assignment #3 Due Friday, 03 June 2011 via email, no later than 4.30pm</b>	

**HRIR 402 ASSIGNED READINGS—1<sup>ST</sup> TRIMESTER 2011**  
**(DOWNLOADABLE FROM BLACKBOARD FOR HRIR 402)**

**Ways of Thinking About Industrial Relations**

- Kaufman, B. E. (2004). Employment relations and the employment relations system: A guide to theorizing. In B. E. Kaufman (Ed.), *Theoretical Perspectives on Work and the Employment Relationship* (2004 ed., pp. 41-76). Ithaca: Cornell University Press.
- Kaufman, B. E. (2008). Paradigms in industrial relations: original, modern and versions in-between. *British Journal of Industrial Relations*, 46(2), 314-339.
- Kochan, T. A., & Bamber, G. J. (2009). Industrial relations and collective bargaining. In A. Wilkinson, N. Bacon, T. Redman & S. Snell (Eds.), *The Sage Handbook of Human Resource Management* (pp. 308-321). London: Sage.
- Clarke, L., Donnelly, E., Hyman, R., Kelly, J., McKay, S., & Moore, S. (2008). *What's the point of industrial relations?* Paper presented at the British Universities Industrial Relations Association Conference.

**Balancing Efficiency, Equity & Voice**

- Budd, J. W. (2004). The Objectives of the Employment Relationship *Employment with a Human Face: Balancing Efficiency, Equity, and Voice* (pp. 13-31). Ithaca: Cornell University Press.
- Budd, J. W., Gomez, R., & Meltz, N. M. (2004). Nice Guys Can Finish First: Balancing Competing Interests as an Industrial Relations Paradigm. In B. E. Kaufman (Ed.), *Theoretical Perspectives on Work and the Employment Relationship* (pp. 195-228). Ithaca: Cornell University Press
- Adams, R. J. (2005). Efficiency, Equity, and Voice as Moral Imperatives. *Employee Responsibilities and Rights Journal*, 17(2), 111-117.
- Hyman, R. (2005). Striking a Balance? Means, Ends and Ambiguities. *Employee Responsibilities and Rights Journal*, 17(2), 127-130.
- Budd, J. W. (2005). Employment with a Human Face: The Author Responds. *Employee Responsibilities and Rights Journal*, 17(3), 191-198.

**Labour Market Economics and Regulation**

- Friedman, M. (2007). The Social Responsibility of Business Is to Increase Its Profits. In W. C. Zimmerli, M. Holzinger & K. Richter (Eds.), *Corporate Ethics and Corporate Governance* (pp. 173-178): Springer Berlin Heidelberg.
- Gallaway, L., & Vedder, R. (2003). Ideas Versus Ideology: The Origins of Modern Labor Economics. *Journal of Labor Research*, 24(4), 643-668.
- Addison, J. T., & Hirsch, B. T. (1997). The Economic Effects of Employment Regulation: What are the Limits? . In B. E. Kaufman (Ed.), *Government Regulation of the Employment Relationship* (pp. 125-178). Madison, Wisconsin: Industrial Relations Research Association.
- Erickson, C. L., & Mitchell, D. J. B. (2007). Monopsony as a metaphor for the emerging post-union labour market. *International Labour Review*, 146(3-4), 163-187.

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

- Williamson, O., Wachter, M. L., & Harris, J. H. (1975). Understanding the employment relation: the analysis of idiosyncratic exchange. *Bell Journal of Economics*, 6, 250–278.
- Epstein, R. A. (1984). In Defense of the Contract at Will. *The University of Chicago Law Review* 51(4): 947-982.
- Millon, D. (1998). Default Rules, Wealth Distribution, and Corporate Law Reform: Employment at Will versus Job Security. *University of Pennsylvania Law Review*, 146(4), 975-1041.
- Holcombe, R. G., & Gwartney, J. D. (2010). Unions, Economic Freedom, and Growth. *Cato Journal*, 30(1), 1-22.

### **The Economics of Institutions**

- Kaufman, B. E. (2005). Historical Insights: The Early Institutionalists on Trade Unionism and Labor Policy. *Journal of Labor Research*, 26(1), 1-32.
- Kaufman, B. E. (2007). The Core Principle and Fundamental Theorem of Industrial Relations. *International Journal of Comparative Labour Law and Industrial Relations*, 23(1), 5-33.
- Kaufman, B. E. (2008). The Non-Existence of the Labor Demand/Supply Diagram, and other Theorems of Institutional Economics. *Journal of Labor Research*, 29, 285–299.
- Langlois, R. N. (1986). The new institutional economics: An introductory essay. In R. N. Langlois (Ed.), *Economics as a Process: Essays in the New Institutional Economics* (pp. 1-25). New York: Cambridge University Press.

### **Industrial Democracy and Collective Voice**

- Ackers, P. (2007). Collective Bargaining as Industrial Democracy: Hugh Clegg and the Political Foundations of British Industrial Relations Pluralism. *British Journal of Industrial Relations*, 45(1), 77–101.
- Lansbury, R. D., & Prideaux, G. J. (1981). Industrial Democracy: Toward an Analytical Framework. *Journal of Economic Issues*, 15(2), 325-338.
- Johnson, P. (2006). Whence Democracy? A Review and Critique of the Conceptual Dimensions and Implications of the Business Case for Organizational Democracy. *Organization*, 13(2), 245-274.
- Budd, J. W., Gollan, P. J., & Wilkinson, A. (2010). New approaches to employee voice and participation in organizations. *Human Relations*, 63(3), 303–310.

### **Stakeholder Theory and the Pluralist Perspective**

- Jansson, E. (2005). The Stakeholder Model: The Influence of the Ownership and Governance Structures. *Journal of Business Ethics*, 56(1), 1-13.
- Provis, C. (1996). Unitarism, Pluralism, Interests and Values. *British Journal of Industrial Relations*, 34(4), 473-495.
- Van Buren, H. J., & Greenwood, M. (2011). Bringing stakeholder theory to industrial relations. *Employee Relations*, 33(1), 5-21.

Van Buren, H. J., & Greenwood, M. (2007). Enhancing Employee Voice: Are Voluntary Employer–Employee Partnerships Enough? *Journal of Business Ethics*, 81, 209-221.

### **A Rights-Based Approach to Industrial Relations**

Leary, V. A. (1996). The paradox of workers' rights as human rights. In L. A. Compa & S. F. Diamond (Eds.), *Human Rights, Labor Rights, and International Trade* (pp. 22-47). Philadelphia: University of Pennsylvania Press.

McIntyre, R. P. (2008). Are workers rights human rights (and does it matter if they are)? *Are Workers Rights Human Rights?* (pp. 59-79). Ann Arbor: University of Michigan Press.

Risse, M. (2009). A Right to Work? A Right to Leisure? Labor Rights as Human Rights. *Law & Ethics of Human Rights*, 3(1), 1-39.

Lee, E. (1998). Trade union rights: An economic perspective. *International Labour Review*, 137(3), 313-319

Burtless, G. (2001). Workers' rights: Labor standards and global trade. *The Brookings Review*, 19(4), 10-13.

### **Varieties of Capitalism and the Role of Institutions**

Godard, J. (2008). An Institutional Environments Approach to. Industrial Relations. In C. J. Whalen (Ed.), *New Directions in the Study of Work and Employment: Revitalizing Industrial Relations as an Academic Enterprise* (pp. 68–86). Northampton: Edward Elgar Publishing Ltd.

Hall, P. A., & Soskice, D. (2001). An Introduction to Varieties of Capitalism. In P. A. Hall & D. Soskice (Eds.), *Varieties of Capitalism* (pp. 1-68). New York: Oxford University Press.

Thelen, K. (2001). Varieties of labor politics in the developed democracies. In P. A. Hall & D. Soskice (Eds.), *Varieties of Capitalism* (pp. 71-104). New York: Oxford University Press.

Iversen, T., & Sockice, D. (2009). Distribution and Redistribution: The Shadow of the Nineteenth Century. *World Politics*, 61(3), 438–486.

### **The Critical Political Economy Perspective**

Sachs, J. D. (1999). Twentieth-Century Political Economy: A Brief History of Global Capitalism. *Oxford Review of Economic Policy*, 15(4), 90-101.

Giles, A., & Murray, G. (1997). Industrial Relations Theory and Critical Political Economy. In J. Barbash & N. M. Meltz (Eds.), *Theorizing in Industrial Relations: Approaches and applications*. (pp. 77-119). Sydney: Australian Centre for Industrial Relations Research and Training.

Wallis, J. J. (2010). Lessons from the political economy of the New Deal. *Oxford Review of Economic Policy* 26(3): 442-462.

Stephens, J. D. (2007). Democratization and Social Policy Development in Advanced Capitalist Societies. In Y. Bangura (Ed.), *Democracy and Social Policy* (pp. 33-61). New York: Palgrave Macmillan.

## Global Production Systems and the Challenge of Decent Work

- Mosley, L., & Uno, S. (2007). Racing to the bottom or climbing to the top? economic globalization and collective labor rights. *Comparative Political Studies*, 40(8), 923-948.
- Milberg, W. (2004 ). The changing structure of trade linked to global production systems: What are the policy implications? *International Labour Review*, 143(1-2), 45-90.
- Champlin, D. P., & Knoedler, J. T. (2003). Corporations, Workers, and the Public Interest. *Journal of Economic Issues*, 37(2), 305-313.
- Barrientos, S. (2007). *Global Production Systems and Decent Work*. Geneva: International Labour Office.
- Hayter, S. (2004). *The Social Dimension of Global Production Systems: A Review of the Issues*. Geneva: ILO.

### CLASS PARTICIPATION

Regular attendance in lectures is required of all students. Attendance is obviously a prerequisite for class participation. In addition, students are expected to have read and studied the material prior to class. This means that the student should be prepared to discuss the week's material and ask questions. This is a small class and will be treated as a seminar. This implies students must be prepared to join in the discussion. Nothing crystallises learning more than participation in a discussion about that learning. Participation includes informal class discussion of the readings and in-class presentations. When determining class participation, emphasis will be placed the quality of the student's statements rather than the frequency with the student speaks. Class participation marks will be assigned according to the following scale:

- 8/10—Well prepared for class, excellent and consistent participation, good questions & answers.
- 7/10—Prepared for class, consistent participation, good questions, good attempts to answer.
- 6/10—Occasional or inconsistent participation, evidence of preparation for class.
- 5/10—Inconsistent and minimal participation, generally present for class.
- 4/10—Minimal or non-existent participation, excessive unexcused absences, lack of preparation.

Marks above or below those indicated here will be assigned in rare cases.

### MANDATORY COURSE REQUIREMENTS

To meet Mandatory Course Requirements, students are required to:

- 1) attend all class sessions;
- 2) submit a draft of each assignment;
- 3) submit the three graded assignments;
- 4) conduct two in-class presentations during the trimester; and
- 5) participate in discussions of course material and in-class presentations by others.



## 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.

## HANDING IN ASSIGNMENTS

Completed HRIR 402 assignments are to be submitted **to the course coordinator** in hard copy **and electronically via email** no later than the time and date indicated herein. Submitted assignments will be automatically checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an online plagiarism prevention tool, which identifies material that may have been copied from other sources including the internet, books, journals, periodicals or other students. Turnitin is used to assist your lecturer in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. 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. You are strongly advised to check with your lecturer if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, access to the full text of submissions will not be made available to any third party.

## REFERENCING AND FORMATTING OF ASSIGNMENTS

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/research/reference/referencingguides.aspx>.

For all written assignments, margins should be no less than 2.5cm on both sides and 2.5cm top and bottom. Written submissions completed outside of class are to be typed and double-spaced. Any written assignment produced on a word processor should be done in a 12-point font.

Students who find they are having difficulty meeting the requirements of university essay writing are directed to Victoria's Student Learning Support Service at [http://www.vuw.ac.nz/st\\_services/slss/](http://www.vuw.ac.nz/st_services/slss/).

#### 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) 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.

## USE OF ASSESSED WORK FOR QUALITY ASSURANCE

As an essential component of its accreditations, Victoria University of Wellington frequently measures student learning to assure the quality of program learning outcomes in an on-going and systemic manner. To facilitate this, students' assessed work may be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The information obtained during the accreditation and audit process may be used to inform changes aimed at improving the quality of the Victoria University of Wellington's programs. All material used for such processes will be treated as confidential and will not be used or disclosed except for the purposes outlined above. The outcome of the accreditation process and audit will not affect any student's grade in this or any other course.

## 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/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx).

## 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



Victoria Management School

HRIR 402

Request for re-examination of assessed work

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

**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.

.....  
Signature

.....  
Date