

School of Government

MMPM 532
IMPLEMENTATION AND SERVICE DELIVERY
(15 Points)

Trimester One / 2011

COURSE OUTLINE

Names and Contact Details

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Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Friday 25 February to Monday 13 June 2011

Withdrawal from Course

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 11 March 2011**.
2. The standard last date for withdrawal from this course is **Monday 16 May 2011**. 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.

Class Times and Room Numbers

Module One:	Friday 25 February 2011	8.30am – 6.00pm
Module Two:	Thursday 21 April 2011	8.30am – 6.00pm
Module Three:	Friday 10 June 2011	8.30am – 6.00pm

Attendance is required at all three modular teaching days

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

Course Content and Readings

The readings in the following list are to be regarded as ‘required readings’. Some of them are posted on Blackboard; others will need to be downloaded from the URL provided. Those that are available via Blackboard are identified. Reading should be done in advance of the modules.

Note that not all the matters students are expected to learn will be covered during contact time. It is expected that learning on these matters will occur through reading and study, and possibly through Blackboard activities, as advised at the start of the trimester.

Blackboard is Victoria University’s online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the MyVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into MyVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you’ve logged into MyVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The “My Courses” box displays the courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select “11.1.MMPM532: Implementation & Service Delivery” for the course-specific Blackboard site.

Information emailed to you via Blackboard can only be sent to your @myvu.ac.nz email address (the free email address created for you when you enrol and accessed via the MyVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvu.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to

your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Foward for more information.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as MyVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz, or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

MODULE ONE

Classic approach to implementation

Reading:

- Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar. Extract from Pt 4, 'Delivery Analysis' (Blackboard)

Implementation research of 1970s and the discovery of failure

Reading:

- Pressman, J. and Wildavsky, A. (1984) *Implementation: How great Expectations in Washington are Dashed in Oakland; Or Why it's amazing that federal programmes work at all this being a saga of the Economic Development Administration as told by two sympathetic observers who seek to build morals on a foundation of ruined hopes*, 3rd edition, Berkley, University of California Press, Preface to the 3rd Edition 'Implementation and Evaluation as Learning', and Preface to the 1st Edition. (Blackboard – check for further material on this topic)

The 'conditions for perfect implementation'

Reading:

- Hogwood B. and Gunn L. (1984) *Policy analysis for the real world*, Oxford, Oxford University Press. Chapter 11 'Implementation' (Blackboard)

Further challenges to the 'top-down'/'rational control' model: 'street-level bureaucrat', 'professional discretion' and power

Reading:

- Elmore R. (1993) 'Organizational models of social program implementation' in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)
- Lipsky M. (1993) 'Street-level bureaucracy: An Introduction' in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)
- Hudson B. (1993) 'Michael Lipsky and street-level bureaucracy' in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)
- Adler M. and Asquith S. (1993) 'Discretion and power', in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)

Debate: top-down or bottom-up?

Reading:

- Parsons extract (as above)
- Hjern B. and Porter D. (1981) 'Implementation Structures: a new unit of administrative analysis', *Organization Studies*, 2, pp. 211-27 (Blackboard)

- Sabatier P. (1986) 'Top-down and bottom-up approaches to implementation research', *Journal of Public Policy*, 6, pp. 21-48. (Blackboard)

Implementation in managerialist mode I: Redefinition as 'service delivery' to 'clients' – the new public management approach to implementation

Service delivery, 'Client-focus' and 'Total Quality Service'

Extended section on direct delivery to 'clients' (individuals, groups, communities)

Reading:

- UK Treasury (2001) *Customer-focused Government*, London. Download from www.hm-treasury.gov.uk/d/Cust_Foc_Gov_PT1.pdf
- Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Brisbane, Institute of Public Administration Australia, Chapter 3 'Implementing for Outcomes' (Blackboard)
- Controller and Auditor General (1999) *Towards Service Excellence: The Responsiveness of Government Agencies to their Clients*, OAG, Wellington. Download from www.oag.govt.nz/1999/service-excellence/docs/service-excellence.pdf
- Alford J. and Speed R. (2006) 'Client focus in regulatory agencies: Oxymoron or opportunity?' *Public Management Review*, Vol. 8 Issue 2, 313 – 331 (Blackboard)

Implementation in managerialist mode II: But has it led to more effective implementation?

Reading:

- Mulgan G. and Lee A. (2001) *Better Policy Delivery and Design*, UK Cabinet Office, London. (Blackboard)
- Barrett, S. (2004) 'Implementation Studies: Time for a Revival? Personal Reflections on 20 Years of Implementation Studies', *Public Administration* 82 (2), pp. 249-262. (Blackboard)
- Schneider A. and Ingram H. (1990) 'Behavioural Assumptions of Policy Tools', *Journal of Politics*, Vol. 52, No. 2 (May), pp. 510-529. (Blackboard)
- Ryan B. (2006) Managing for Outcomes: Understanding Clients, *Policy Quarterly*, Vol. 2, No. 4, pp. 39-46. Download from <http://ips.ac.nz/publications/publications/show/196>

The integration of implementation and delivery

Implementation and horizontal coordination/integrated delivery

Reading:

- APSC (2009) *Policy Implementation through Devolved Government*, Canberra. Download from www.apsc.gov.au/publications09/devolvedgovernment.pdf
- D. Richards and M. Smith. 2006. 'Central Control and Policy Implementation in the UK: A Case Study of the Prime Minister's Delivery Unit', *Journal of Comparative Policy Analysis*, 8 (4): 325-345. (Blackboard)
- J. Wanna. 2006. 'From Afterthought to Afterburner: Australia's Cabinet Implementation Unit', *Journal of Comparative Policy Analysis*, 8 (4): 347-369. (Blackboard)

MODULE TWO

Circumstances unique to Aotearoa/NZ: Service delivery and Māori

The Treaty of Waitangi and the five principles identified in *Te Punga* – as opposed to the three accepted today?

Reading:

- The Report of the Ministerial Advisory Committee on a Maori Perspective for the Department of Social Welfare (1988, reprinted 2001), *Puao-te-ata-tu*, Wellington. Department of Social Welfare. Download from www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1988-puaoteatatu.pdf
- Department of Social Welfare (1994) *Te Punga*, Wellington. Download from www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1994-tepungaenglish.pdf
(Te reo Maori version at www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1994-tepungamaori.pdf)

Case study: The implementation of Whānau Ora**Reading:**

- Taskforce (2009) *Whānau Ora: Report of the Taskforce on Whānau-Centred Initiatives*, Wellington, Hon Tariana Turia Minister for the Community and Voluntary Sector (Blackboard)
- Explore the following websites:
 - Family Services (MSD) website www.familyservices.govt.nz/working-with-us/programmes-services/whanau-ora/index.html
 - TPK website www.tpk.govt.nz/en/in-focus/whanau-ora/
 - MSD website www.msd.govt.nz/about-msd-and-our-work/work-programmes/initiatives/whanau-ora/
 - Twitter page: <http://twitter.com/WhanauOra>

Case study: The implementation of the Growth and Innovation Framework (GIF)**Reading:**

- MED (2005) *The Growth and Innovation Framework Sector Taskforces Progress with Implementation*, Wellington, Ministry for Economic Development. Download from www.med.govt.nz/upload/63376/taskforces-implementation-2005.pdf
- Explore the following website:
 - The MED website with various documents and links www.med.govt.nz/templates/Page_38223.aspx

The challenge of ‘collaborative governance’

Present trends in all the major democracies are away from centralised authority and structures towards distributed governance involving a wide range of organisations from different levels of government and across the public, private and community sectors. Collaboration rather than control is now fundamental. What implications does this have for the manner and methods of implementation and delivery?

Reading:

- Armstrong J. and Lenihan G (1999) *From Controlling to Collaborating: When Governments Want to be Partners, A Report on the Collaborative Partnerships Project New Directions – Number 3* Toronto, Institute of Public Administration of Canada.(Blackboard)
- Huxham C., Vangen S., Huxham C. and Eden C. (2000) “The Challenge of Collaborative Governance”, *Public Management Review*, Vol 2, No 3, pp.337-358. (Blackboard)
- Klijn E-H. and Koppenjan J. (2000) 'Public Management and Policy Networks: Foundations of a network approach to governance', *Public Management*, Vol. 2 No 2, pp. 135–158.(Blackboard)

Further background reading:

- Ryan B. (2010) 'Key Ideas in Post-NPM Public Management', Paper prepared for the Public Service Association, Wellington, November 2010. (Blackboard)
- Wanna J. and O'Flynn J. (eds.) (2008) *Collaborative Governance: A New Era in Public Policy in Australia?*, Canberra, ANU E-Press. (several of the papers in this monograph are worth looking at. Can be downloaded from:
http://epress.anu.edu.au/anzsog/collab_gov/pdf/whole_book.pdf).

The challenge of 'co-production'

If the relationship between official/provider and user is defined as 'co-production', what does that mean for the traditional distinction between policy and implementation? And for practice?

Reading:

- Boyle D. and Harris M. (2009) *The challenge of co-production: How equal partnerships between professionals and the public are crucial to improving public services*, London, NEF, The Lab and NESTA. (Blackboard)
- Bovaird T. (2007) "Beyond Engagement and Participation: User and Community Coproduction of Public Services", *Public Administration Review* September/October, pp.846-860. (Blackboard)
- Alford, J. (1998), A public management road less travelled: clients as co-producers of public services. *Australian Journal of Public Administration*, 57 (4), 128-137. (Blackboard)

Implementation and delivery in networks/shared outcomes

Reading:

- Bakvis H. & Juillet L. (2004) *The Horizontal Challenge*, Canadian School of Public Service, Canada. (Blackboard)
- Management Advisory Committee (2004) *Connecting Government: Whole of Government Responses to Australia's Priority Challenges*, Canberra, pp. 1-134. Download from www.apsc.gov.au/mac/connectinggovernment.pdf
- Ministry of Social Development (2003) *Mosaics (Whakaahua Papariki): Key Findings and Good Practice Guide for Regional Co-ordination and Integrated Service Delivery*, Wellington. Download from www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/2003-mosaics.pdf
- SSC, MSD (2003) *Review of the Centre Integrated Service Delivery: Regional Co-ordination – Final Workstream Report*, Wellington. Download from www.ssc.govt.nz/upload/downloadable_files/integrated-service-delivery-final-workstream-report.pdf

Implementation, public participation and engagement

Reading:

- OECD (2001) *Citizens as Partners: information, consultation and public participation in policy-making*, Paris, OECD, pp. 1-71. (Blackboard)
- OECD (2009) *Focus on Citizens: Public Engagement for Better Policy and Services*, Paris, OECD, pp. 1-80. (Blackboard)
- NHS Croydon, Croydon Council (2010) *Child: Family: Place: Radical efficiency to improve outcomes for young children*, Croydon, NHS Croydon and Croydon Council Download from www.croydon.gov.uk/democracy/dande/policies/cypl/totalplace/ (The direct link is www.croydon.gov.uk/contents/departments/democracy/pdf/617342/child-family-place.pdf)

Case studies in 'joined up government'

Reading:

- Eppel, E., Gill D., Ips M. and Ryan B. (2008) Better Connected Services for Kiwis, Wellington, Institute of Policy Studies. Download from <http://ips.ac.nz/events/completed-activities/joiningup/Connected%20Services%20ver%2010.pdf>
- Hill R. et al. (2007) Workplace learning in the New Zealand apple industry network: A new co-design method for government “practice making”, *Journal of Workplace Learning*, Vol. 19 No. 6, 2007, pp. 359-376. (Blackboard)

Question for debate:

Do public sector organisations in Aotearoa/New Zealand have the structures, systems, culture and people (capacity and capability, the system of public management) to implement strategic policy? Is it that they are adequate when implementing operational policy and/or small scale, single projects but not when it comes to big picture initiatives implemented over time and across sectors and levels of government?

MODULE THREE

Implementation via markets: Outsourcing, contracting out public-private partnerships

Reading:

- Mulgan G. and Lee A. (2001) *Better Policy Delivery and Design*, UK Cabinet Office, London. (Blackboard)
- Hodge G. (1998) 'Contracting Public Sector Services: A Meta-Analytic Perspective of the International Evidence', *Australian Journal of Public Administration*, 57(4), pp. 98-110 (Blackboard)
- Cribb J. (2006) 'Agents or Stewards? Contracting with Voluntary Organisations', *Policy Quarterly*, Vol. 2 No 2, pp. 11-17. Download from <http://ips.ac.nz/publications/publications/show/174>
- Pomeroy A. (2007) 'Changing the Culture of Contracting', *Social Policy Journal of New Zealand*, Issue 31, July, pp. 158-169. Download from www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj31/31-Pages158-169.pdf
- The New Zealand Council for Infrastructure Development (NZCID) provides a website with a large range of (supportive) resources regarding PPPs. Go to www.nzcid.org.nz/publicprivatepartnerships1.html and explore.
- Hodge G. and Greve C. (2007) 'Public – Private Partnerships: An International Performance Review', *Public Administration Review*, May/June, pp. 545-558 (Blackboard)

Monitoring (and evaluation) as part of implementation

Monitoring 'performance'. Activities, inputs or outcomes? Monitoring service level outcomes (as opposed to overall policy goals and objectives)

Part of this session will involve groupwork developing results (outcome) indicators for use in implementation and delivery

Reading:

- Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar. Extract from Pt 4, 'Evaluation, Performance, Democratisation' (Blackboard)
- Auditor and Comptroller-General (2008) *The Auditor-General's observations on the quality of performance reporting*, Wellington. Download from www.oag.govt.nz/2008/performance-reporting

- SSC, TSY (2008) *Performance Measurement: Advice and examples on how to develop effective frameworks*, Wellington. Download from www.ssc.govt.nz/upload/downloadable_files/performance-measurement.pdf

Course Learning Objectives

By the completion of this course, candidates will:

- Understand the significance of implementation and service delivery to effective public management and the achievement of government goals and objectives
- Understand some of the main principles and methods being adopted in the liberal democracies to improve implementation and service delivery
- Understand current developments in New Zealand public management in relation to implementation and service delivery, especially those flowing out of 'Managing for Outcomes' and 'Review of the Centre'

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately five to six weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level).

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

Group Work

Each student is expected to contribute to discussion during the modules. No group work will be set for assessment.

Assessment Requirements

This course requires that each student complete two concepts tests and an essay:

1. Concepts test 1: approximately 2,000 words (20%), distributed Friday 4 March 2011, **due Friday 11 March 2011**
2. Concepts test 2: approximately 2,000 words (20%), distributed Friday 29 April 2011, **due Friday 6 May 2011**
3. Essay: 3,000-4,000 words (60%), **due Monday 13 June 2011**

The details are as follows:

1. *Concepts test 1*

Students will be provided with an extensive list of concepts (often expressed in the form of a question), each of which should be regarded as a necessary learning outcome for the course. 20 of these items will be selected and students are to provide a 100 word answer to each question. Students will be given the test via Blackboard and be given 7 days in which to complete the test. **Answers are to be submitted via Blackboard by Friday 11 March 2011.**

Note that all students will also be required to contribute at least one complete (signed) answer to the full list of concepts provided on Blackboard. This contribution to collective learning is mandatory (i.e. they are part of terms for passing the course) but will not be graded.

2. *Concept test 2*

As for concepts test 1. **Answers are to be submitted via Blackboard by Friday 6 May 2011.**

3. *Essay*

Write an essay of 3,000-4,000 words on one of the following topic questions. **To be submitted via Blackboard by Monday 13 June 2011.**

NOTE: International students, in consultation with the Course Coordinator, may alter any of these topics to enable them to consider implementation issues in their own country. If this is not possible, alternative topic questions will be offered.

- Do you agree with Susan Barrett (2004, p. 260) that "there is a need for a revival of interest in implementation studies"? If so, why? Her argument is framed around circumstances in the UK but do you think it can equally - or especially - be applied to NZ (or, in the case of international students, your jurisdiction)? Provide illustrations for your argument.
- Taking international trends towards either (a) 'collaborative governance' or (b) 'co-production' discuss the implications for public sector organisations engaged in implementation and service delivery, compared with traditional, top-down, conformance-oriented approaches to public management and public policy. Which end of the spectrum do New Zealand (or your jurisdiction's) departments and agencies sit? Are they moving in line with these trends?

- It could be argued that, under a Westminster-based political system, where public servants are expected to execute the wishes of the government, implementation and delivery will and should always be top-down, regardless of what other changes are occurring in society. Would you accept this argument? Why/why not? Given your answer, what are the implications for public sector organisations in terms of developing the capacity to implement effectively?
- Recent and important public management initiatives in NZ include the Review of the Centre (www.ssc.govt.nz/display/document.asp?navid=177) and Managing for Outcomes (under Performance and Accountability) (www.ssc.govt.nz/display/document.asp?navid=339). Does the guidance available to NZ agencies under these headings suggest that there is sufficient understanding and advice of the complexity and significance of implementation and service delivery in this country? Why/why not?

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.

Students should keep a copy of all submitted work.

Class Attendance

The School expects you to attend all three modules for the course.

If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Mandatory Course Requirements

Submit or participate in all pieces of assessment required for this course, according to the instructions in the section on assessment requirements above.

Communication of Additional Information

Blackboard will be an important medium of communication and distribution for this course. Please check it regularly. It is also possible that emails may be sent to you via Blackboard so please ensure that your VUW email account is activated and that you check it.

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 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: 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

www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes

- Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study
- Find out about academic progress and restricted enrolment at 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 except qualification statutes, which are available via the Calendar webpage at 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

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

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

Faculty of Commerce and Administration Offices

www.victoria.ac.nz/fca/studenthelp/

Manaaki Pihipihinga Programme

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