

School of Government

PUBL 306
POLICY ANALYSIS

Trimester One 2011

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr. Valentina Dinica**
Room RH 815, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5711
Email: Valentina.Dinica@vuw.ac.nz

Course Lecturer **Dr. Amanda Wolf**
Room RH 804, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5712
Email: amanda.wolf@vuw.ac.nz

Course Administrator: **Mrs. Kerry Pert,**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 6599
Email: Kerry.Pert@vuw.ac.nz

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

Trimester Dates

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)

Class Times and Room Numbers

Lectures:	Wednesday	1.40 – 2.30 pm	GBLT1
	Friday	1.40 – 2.30 pm	GBLT1
Tutorials:	Monday	4.40 - 5.30 pm	RHG01
	Thursday	4.40 - 5.30 pm	RHG01

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 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*' form including supporting documentation.

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

Course Description

This course introduces students to the world of policy analysis and advising – a world in which people who are strictly neither ordinary citizens nor elected representatives are officially authorised to inform and advise elected policymakers about the decisions facing government. Key features of this world include: the roles, identities, and attributes of analysts and advisors; the relationship between policy analysis and policy advice; the relationships between advisors and the elected representatives whom they are hired to serve; the relationships between policy advisers and various types of policy stakeholders; the multiple pathways through which policy information and advice flow. Fundamental questions facing the student of policy analysis are the questions related to values and evidence. What are the defining features of good policy analysis and advice? How is good policy analysis and advice best produced?

This course addresses these fundamental questions within the larger context of New Zealand's policymaking system via three broad types of activities: familiarising students with the chief philosophical approaches, tools and methods of policy analysis and advising; helping students apply these tools and methods to contemporary policy issues; and defining and encouraging those dispositions and habits of mind which are found in the best policy analysts.

Course Learning Objectives

By the end of this course, students will be able to:

1. Compare and critique various philosophical approaches to policy analysis, and illustrate how they influence various frameworks and methods of policy analysis (MA5 – see below).
2. Articulate and interpret the relationships between policy science, research methods, and policy advisory work (MA3; MA10).
3. Apply core frameworks and methods of policy analysis to generate policy advice for decision makers for contemporary policy issues (MA1; MA7; MA9).
4. Analyse the available evidence for policy problems and values underpinning problem structuring, and design strategies to cope with knowledge-laden and value-laden uncertainties (MA6; MA10; MA11)
5. Critically assess the suitability of using various methods of policy analysis for various kinds of policy problems, goals and challenges (MA1; MA7).

6. Identify relevant criteria for assessing policy options (MA8)

7. Design strategies for balancing competing pressures on policy advice from clients and interest groups (MA9; MA10; MA11).

Major Attributes: PUBL majors will be able to:	
Judge the defining features of good policy analysis and advice and appraise how they are best produced	(MA 1)
Understand the influence of political ideas and philosophies, and of constitutional and political institutions on public policy	(MA 2)
Understand the contribution of quantitative and qualitative methods in policy analysis	(MA 3)
Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and understand the distinction between government and governance	(MA 4)
Appraise different disciplinary contributions to the development, implementation and evaluation of public policy	(MA 5)
Judge the relevance and importance of evidence in policymaking	(MA 6)
Apply various methods of policy analysis, and identify insights that might be drawn from other policy jurisdictions	(MA 7)
Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options	(MA 8)
Analyse complex policy issues from multiple perspectives and identify opportunities for innovation	(MA 9)
Express ideas succinctly and persuasively both in written form and orally	(MA 10)
Construct and articulate rationales for public policy intervention	(MA 11)
Understand the significance of ethics and accountability in the study and practice of public policy	(MA 12)
Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand	(MA 13)

Course Content and Readings

Lecture 1: Wed March 2nd, Dr. Valentina Dinica, 1.40 – 2.30 pm

Mapping of the field of policy analysis.

1. What is policy analysis? How does policy advice fit in and how does it relate to ‘policy science’? Positioning course content and learning objectives in the field of policy analysis.

Readings:

- Patton, C.V. “Steps for a successful policy analysis”, pp.1-2. available at <http://www.socialresearchmethods.net/tutorial/Barrien/barrien.htm>
- Hawkesworth, M.E. (1992). “Epistemology and Policy Analysis”, in *Advances in Policy Studies since 1950*. Transaction Publishers. Pp. 295-325.

Supplementary readings

- Parsons, W. (1995). *Public Policy*, pp. 13-22
- Mitchell, R.K., Bradley, R.A, Donna J.W. (1997). “Towards a Theory of Stakeholder Identification and Salience: Defining the Principle of Who and What Really Counts”, in *The Academy of Management Review* 22 (4): 853-886.

Lecture 2: Fri March 4th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Philosophical perspectives on policy analysis: (neo)positivism and post-positivism. The role of the policy analyst in the policy-making process.

Readings:

- Smith, K.B. and C.W. Larimer (2009). “What should we do? The field of policy analysis”, Chapter 5 in *The Public Policy Theory Primer*, pp. 101 – 128.
- Fisher, F. (1998). “Beyond Empiricism: Policy Inquiry in Post-positivist Perspective”, in *Policy Studies Journal*, 26(1): 129-146.
- Morcol, G. (2008). Post-positivist Perspectives in Policy Analysis,” *Encyclopedia of Public Administration and Public Policy*, 1(1): 1530-1533.
- Eubanks, V. (2008). “Participatory Policy Analysis”, *Encyclopedia of Public Administration and Public Policy*, 1(1): 1413 – 1417.

Tutorial 1 (on 7 March) & Tutorial 2 (on 10 March) - Mapping of the field and definitions. Perspectives on policy analysis.

Please note: tutorials run after the relevant lectures.

Lecture 3: Wed March 9th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Positivist frameworks of policy analysis: the Welfare Economics framework and its Cost-Benefit Analytical method. The efficiency criterion.

Readings:

- Vining A.R. and D.L Weimer. “Efficiency and Cost-Benefit Analysis”. In *Handbook of Public Policy*. Sage Publications. Pp. 417-429
- Stone D. (2001). Chapter: “Efficiency”. In *Policy Paradox: The Art of Political Decision Making*, Pp. 61-85.

Lecture 4: Fri March 11th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Stages in positivist analysis for policy advice

Readings:

- Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway. Pp. 1 – 29.
- Brown, T. “Basic Policy Analysis”. Pp. 1 -18. Seminar paper available at <http://www.iupdp.org/index.php/seminars/195-121997>

Tutorial 3 (on 14 March) & Tutorial 4 (on 17 March) - Positivist analysis for policy advice

Lecture 5: Wed March 16th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Stages in positivist analysis for policy advice

Readings: as for Lecture 4, plus

- RFP Evaluation Centers. “What is a Decision Matrix?” Pp. 1-6. Available at <http://rfptemplates.technologyevaluation.com/What-is-a-Decision-Matrix.html>

Lecture 6: Fri March 18th, Dr. Valentina Dinica, 1.40 – 2.30 pm

The policy analysis process: goals/ objectives and criteria - by what standards should the policy options be assessed and compared?

Readings:

- Scott, C. and K. Baehler. (2010). “Knowing where we want to go”, in *Adding Value to Policy Analysis and Advice*. Pp. 122-138

Tutorial 5 (on 21 March) & Tutorial 6 (on 24 March) - Stages in positivist analysis

Lecture 7: Wed March 23rd Dr. Valentina Dinica, 1.40 – 2.30 pm

The policy analysis process: policy options and policy instruments

Readings:

- Birkland, T.A. (2001). “Policy Design and Policy Tools”, Chapter 7 in *An Introduction to the Policy Process: Theories, Concepts and Models of Policy Making*, M.E. Sharpe, pp. 150 – 175.

Lecture 8: Fri March 25th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Policy design and measures under uncertainties. An adaptive policy making framework.

Readings:

- Walker, W.E., S. Adnan Rahman and J. Cave. (2001). “Adaptive Policies, Policy Analysis, and Policy-making,” *European Journal of Operational Research* 128: 282-289.

Tutorial 7 (on 28 March) & Tutorial 8 (on 31 March) - Policy options and policy instruments

Lecture 9: Wed March 30st, Dr. Valentina Dinica, 1.40 – 2.30 pm

From ‘policy theory’ to practice: underpinning the implementation potential of policy instruments

Readings:

- Bressers, H. and P.J. Klok. (1988). “Fundamentals for a Theory of Policy Instruments”, in *International Journal of Social Economics*, 15(3/4): 22 – 41

Lecture 10: Fri April 1st, Dr. Valentina Dinica, 1.40 – 2.30 pm

From “policy theory” to practice: implementation processes and expected obstacles as ex-ante evaluation criterion

Readings:

- Hill, M. and P. Hupe (2004). *Implementing Public Policy*. Sage Publications. Chapter: “The State of the Art”, pp. 116-137.
- Dinica, V., Bressers, H., & de Bruijn, T. (2007). “The implementation of a multi-annual agreement for energy efficiency in the Netherlands”, in *Energy Policy*, 35(2), 461-480: 1196-1212. Elsevier.

Tutorial 9 (on 4 April) & Tutorial 10 (on 7 April) – Policy implementation

Lecture 11: Wed April 6th Dr. Amanda Wolf, 1.40 – 2.30 pm

General Introduction to Qualitative Methods with an Emphasis on Primary Sources

Readings:

- Wellington, J. & Szczerbinski, M. (2007). Some qualitative methods considered. Chapter 5 in *Research Methods for the Social Sciences* (pp. 79-114). London and New York: Continuum.

Lecture 12: Fri April 8th, Dr. Amanda Wolf, 1.40 – 2.30 pm

General Introduction to Qualitative Methods with an Emphasis on Primary Sources

Readings: as for Lecture 11

Tutorial 11 (on 11 April) & Tutorial 12 (on 14 April) - Research methods

Lecture 13: Wed April 13th, Dr. Amanda Wolf, 1.40 – 2.30 pm

Introduction to Q Methodology

Readings:

- Webler, T., Danielson, S., & Tuler, S. (2009). *Using Q Method to Reveal Social Perspectives in Environmental Research* (pp. 5-11). Greenfield MA: Social and Environmental Research Institute. Downloaded from <http://www.serius.org/pubs/QPrimer.pdf>.
- Woolley, J. T., & McGinnis, M. V. (2000). The conflicting discourses of restoration. *Society & Natural Resources*, 13 (4), 339-457.

Lecture 14: Fri April 15th, Dr. Amanda Wolf, 1.40 – 2.30 pm

Introduction to Q Methodology

Readings: as for Lecture 13

Note: There will be no tutorials during the mid-term break. Therefore there will be no tutorial referred to as “Tutorial 13” and no “Tutorial 14”.

In order to keep the pace with the count of lectures, the counting of tutorials will jump to “Tutorial 15 and 16”. During these two tutorials, students may ask questions pertaining to the following 4 lectures: Lecture 13, 14, 15 and 16.

Mid term break

Lecture 15: Wed May 4th, Dr. Dr. Amanda Wolf, 1.40 – 2.30 pm

Syntheses: Research and Realist

Readings:

- Gomm, R. (2008). Systematic reviews, meta-analysis and syntheses from diverse sources. Chapter 15 in *Social Research Methodology: A Critical Introduction*, 2nd ed. (pp. 344-364). Palgrave MacMillan.
- Pawson, R. (2006) Realist synthesis. Chapter 4 in *Evidence-based Policy: A Realist Perspective* (pp. 73-104. London: Sage.

Lecture 16: Fri May 6th, Dr. Dr. Amanda Wolf, 1.40 – 2.30 pm

Syntheses: Research and Realist

Readings: as for Lecture 15

Tutorial 15 (on 9 May) & Tutorial 16 (on 12 May) - Research methods

Lecture 17: Wed May 11th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Post-positivist perspectives on policy analysis: democratic governance and social goals

Readings:

- Hajer M. and H. Wagenaar. (2003). “Introduction”, in *Deliberative Policy Analysis: Understanding Governance in the Network Society*. UK. Pp. 5-31.
- Government of New Zealand. (2010). *Government Commitment to Building Strong Community Relationships*. Wellington.

Lecture 18: Fri May 13th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Methods of Participatory Policy Analysis: frameworks for mapping methods and typologies

Readings:

- Durning, D. (1993). “Participatory Policy Analysis in a Social Service Agency: A Case Study”, *Journal of Policy Analysis and Management*, 12(2): 297-322.

- Arnstein S. (1967). A ladder of citizen participation., AIP Journal pp. 216-224
- Connor D.M. “A New Ladder of Citizen Participation”, in *National Civic Review*, pp. 249-257.
- Enriquez, F. (1996). “Facilitation: What it is and when it is used?”.
- Appendix A “Tools and techniques”, in Public Involvement Handbook. US
- “A Review of Public Participation and Consultation Methods”, in Abelson J, Forest P-G, Eyles J, Smith P, Martin E and Gauvin F-P. *Deliberations about Deliberation: Issues in the Design and Evaluation of Public Consultation Processes*, McMaster University Centre for Health Economics and Policy Analysis Research Working Paper 01-04, June 2001.
- Idaho Department of Transportation. Chapter 3 “Implementing Public Involvement”, in *Guide To Public Involvement for Programs, Planning and Projects*. USA.
- State Services Commission. “Public participation”. Source: <http://www.ssc.govt.nz>

Tutorial 17 (on 16 May) & Tutorial 18 (on 19 May) - Methods of Participatory Policy Analysis

Lecture 19: Wed May 18th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Methods of Participatory Policy Analysis: contributions to policy analysis activities/stages.

Readings: same as for Lecture 18

Lecture 20: Fri May 20th, Dr. Valentina Dinica, 1.40 – 2.30 pm

Policy analysis process for wicked/unstructured problems: problem structuring

Readings:

- Hisschemöller, M. and R. Hoppe (1996). “Coping with Intractable Controversies: The Case for Problem Structuring in Policy Design and Analysis”, *Knowledge and Policy* 8: 40 – 60.
- Rein, M. (2006). “Reframing Public Policies”, in *The Oxford Handbook of Public Policy*.

Tutorial 19 (on 23 May) & Tutorial 20 (on 26 May) – Problem structuring

Lecture 21: Wed May 25th, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30

Participatory methods of problem structuring: 1. Deliberative polls in Australia. 2. The Danish-style Consensus Conference

Readings:

- Zurita, L. (2006), “Consensus conference method in environmental issues: relevance and strengths”, in *Land Use Policy* 23: 18–25.

Lecture 22: Fri May 27th, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Case study PPA: consensus conference in New Zealand: what went wrong?

Readings:

- Govan, J. (2003). “Deploying the consensus conference in New Zealand: democracy and de-problematization”, in *Public Understanding of Science* 2003; 12; 423-440

Tutorial 21 (on 30 May) & Tutorial 22 (on 2 June) - Participatory methods of problem structuring

Lecture 23: Wed June 1st, Dr. Valentina Dinica, 1.40 – 2.30 pm

Participatory methods of problem structuring: strategies and criteria for matching PPA methods to the types of policy objectives.

Readings:

- Fiorino, D.J. (1990). “Citizen participation and environmental risks: a review of institutional mechanisms”, in *Science Technology Human Values* 15: 226
- Glass J.J. (1979). “Citizen participation in planning: the relationship between objectives and techniques”, in *Journal of the American Planning Association* 45: 180-189.

Lecture 24: Fri June 3rd, Dr. Valentina Dinica, 1.40 – 2.30 pm

Concluding reflections: the role of the policy analyst.

Readings:

- Mayer, I., C. E. van Daalen and P. Bots (2004) “Perspectives on Policy analyses: A Framework for Understanding and Design,” *Journal of Technology, Policy and Management*, 4(2): pp. 169 – 191.

Course Delivery

This course will be delivered by means of lectures and tutorials, scheduled as indicated in the above section. Students are expected to attend all lectures. Two tutorials are offered every week, the second being the repeat of the first one. Students may chose to attend the tutorial that suits them best, every week. There will be no group work. However, students are expected to contribute to tutorial discussions individually. Tutorials have two main purposes: a) to reinforce what has been taught during the lectures of the previous week, by discussing various concepts and ideas explained during the relevant lectures and the compulsory readings; b) to illustrate theoretical ideas and methods of policy analysis by means of practical examples or policy case studies. Please note that tutorials 1 week after the relevant lectures.

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. Regular learning is necessary between lectures (students who leave everything to the last moment rarely achieve at a high level). The time commitment required usually for this course translates to 200 hours, including lectures and tutorials. (One point equates to 10 hours of work, which means a total of 200 hours for a 20-point course, such as PUBL 306).

Assessment Requirements

The table below mentions the assignment types, weights, deadlines, recommended length, the lectures and tutorials that are of most relevance for the respective assignment, and which course objectives will be tested in each assignment (the course objectives are mentioned on pages 2-3 of this outline; for the topics of lectures and tutorials please see Course Content and Readings).

Assignments	Weight	Due Date	Word length	Lectures and tutorials of relevance	Course Objectives tested
1) Policy Report	40%	15 April	3000 words	Lectures and tutorials: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Objectives 3, 4, 6
2) Short Answers	25%	13 May	2000 words	Lectures and tutorials: 11, 12, 13, 14, 15, 16	Objectives 2, 5
3) Essay	35%	3 June	2500 words	Lectures and tutorials: 17, 18, 19, 20, 21, 22, 23	Objectives 1, 5, 7

General Notes for Assignments

After being discussed in class, the assignments will also be posted on Blackboard. Assignments are always due by 5pm on the date specified. These will be marked electronically, using the 'track changes' function in Word, so you should send your papers in a format that allows this (no pdf's, thanks). Please indicate your document's word length on the cover sheet and don't forget your name.

Note that all assignments are to be submitted **BY EMAIL ATTACHMENT** to **sog-assignments@vuw.ac.nz**. Extensions may only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student's control. Students should keep a copy of all submitted work. **There is no final examination for this course.**

*Note 1: Students are required to complete a statement to accompany each assignment and test submitted for assessment, attesting to the fact that the work is entirely their own. For each assignment mentioned in the above Table, students must fill-in, sign (or type your name in the allocated space) and submit the form that can be found on the last page of this Course Outline. The Form will also be posted on Blackboard. The deadline for submitting the form is the same as the deadline for submitting the Assignment for which the form was signed. Please deliver your statements by email to **sog-assignments@vuw.ac.nz** or to the Course Administrator, Kerry Pert, Room RH 821, level 8, Rutherford House, Pipitea Campus.*

Note 2: 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.

Penalties

The ability to plan for and meet deadlines is a core competency of both 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 (of the final grade) for every day by which the assignment is late. 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%. A written assignment that exceeds the word limit by more than 200 words will be penalised by 5%.

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

You must **submit all three written assignments**, and receive a final grade of **50 or above** to pass this course.

Class Representative

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

Communication of Additional Information

Any additional information will be conveyed to students in class. Blackboard may also be used for such announcements and for course-related materials. The Course Coordinator is available for consultations between 2.30pm and 3.20pm on Wednesdays during term time, in person or by telephone at 463 5711. Queries may be sent to the Course Co-ordinator by email at valentina.dinica@vuw.ac.nz.

Academic Integrity, Plagiarism, and the use of Turnitin

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

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

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

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

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

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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

If in doubt seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

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

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at www.victorias.ac.nz/home/study

Find out about academic progress and restricted enrolment at www.victoria.ac.nz/home/study/academic-progress

The University’s statutes and policies are available at <http://www.victoria.ac.nz/home/about/policy> except qualifications statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar (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

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

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

Faculty of Commerce and Administration Offices

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

Manaaki Pihipihinga Programme

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

School of Government

Assignment Cover Sheet

Instructions

Please complete and sign this form and attach it as the cover page to your assignment.

Student Name (Please print) _____

Student ID _____ Course Code _____

Course Coordinator/Tutor/Supervisor _____

Due Date _____

Plagiarism Declaration

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. Plagiarism is presenting (without due acknowledgement) someone else's work as if it were your own, whether you mean to or not. Plagiarism takes many forms and includes material from books, journals or any other printed source, the work of other students or staff, information from the internet and other electronic material. You are expected to adhere to the VUW Statute on Student Conduct and its references to plagiarism. The Statute may be accessed at <http://www.victoria.ac.nz/home/about/policy/students.aspx>.

I have read and understand the University's policy on plagiarism outlined above and declare that this assignment is my own work and that all source material used in this assignment is accurately acknowledged.

Signed: _____ Date: _____