TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

PADM 508
APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with STRA 535
SPECIAL TOPIC: STRATEGIC INTELLIGENCE)

Trimester Two / 2011

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	**Professor Robert Ayson** Director, Centre for Strategic Studies Room RWW 503, Level 5, Railway West Wing, Pipitea Campus Telephone: (04) 463 6445 Mobile: 021 418246 Email: robert.ayson@vuw.ac.nz Students are welcome to telephone or email ahead to arrange a time to visit.
Course Lecturer:	**Colonel Rob Hitchings** Defence Teaching Fellow, Centre for Strategic Studies Room RWW 509, Level 5, Railway West Wing, Pipitea Campus Telephone: (04) 463 5325 Mobile: 021 1470147 Email: rob.hitchings@vuw.ac.nz
Other Lecturers:	Specialist guest lecturers will also be utilised in this course
Masters Administrator:	**Darren Morgan** Room RH 821, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: darren.morgan@vuw.ac.nz
School Office Hours:	8.30am to 5.00pm, Monday to Friday

Trimester Dates

From Monday 15 August to Wednesday 2 November 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 **Tuesday 16 August 2011**.

2. The standard last date for withdrawal from this course is **Friday 19 August 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

This course is delivered in an intensive format, taught over five consecutive days.

Dates: Monday 15 – Friday 19 August 2011 (inclusive)

Class Times: 9.00am – 4.30pm each day

Location: Room RWW 501, Level 5, Railway West Wing, Pipitea Campus

Attendance is <u>required</u> at all five teaching days

Course Content

PADM 508 (STRA 535) is a 24 point course for students in the Strategic Studies programme and for students in related subject areas with an interest in developing their understanding of the theory and practice of intelligence at the higher strategic level. The course examines the strategic context in which the intelligence community functions. Through historical and contemporary examples, it will focus on the role of intelligence in informing government decisions on questions of national security.

This course allows students to develop an understanding of the role of intelligence in the contemporary security environment, the challenges which often beset the intelligence process, the requirements for and obstacles facing effective intelligence cooperation both internationally and domestically, the relationship between intelligence organisations and the political leaderships in democratic countries including the use of intelligence by national decision-makers. The course will also give students a sense of where the practice of intelligence has come from and where it may be heading.

The dates and topics for the course sessions are as follows:

- **Monday 15 August 2011**
  Sessions 1 – 2:   Course Introduction, Strategic Intelligence and Intelligence Fundamentals
  Session 3:   Agencies and Decision-Making: Intelligence Integration and the Decision-Making Cycle

- **Tuesday 16 August 2011**
  Sessions 4 – 5:   Psychology and Intelligence
  Session 6:   Technology and Intelligence

- **Wednesday 17 August 2011**
  Sessions 7 – 8:   Security and the Intelligence Agenda: International and Domestic
  Sessions 9 – 10:   Intelligence Partnerships: International and Domestic

- **Thursday 18 August 2011**
  Sessions 11 – 12:   Intelligence in Democracies: History and Themes
  Sessions 13 – 14:   What Intelligence Users Need and Want: Strategic Intelligence – International Comparisons

- **Friday 19 August 2011**
  Session 15:   Intelligence and Military Operations
  Session 16:   Course Assignments and Test
  Session 17:   Intelligence Reform and the Future
  Session 18:   Course Summary, Validation and Closure

Course Learning Objectives

By the end of the course, students should be able to:

1. Assess the wider strategic context in which the intelligence community operates
2. Evaluate the contribution of intelligence in informing government decision-making on national security issues
3. Analyse historical and contemporary examples in the practice of intelligence to illustrate leading approaches and challenges
4. Evaluate key findings and perspectives on intelligence within the academic literature in the context of intelligence practice.

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinarity in thinking), and will accordingly be assessed on that basis.

Course Delivery

A brand new course, PADM 508 (STRA 535) is being taught in a single five day intensive format, of up to four sessions per day to allow for a step-by-step consideration of strategic intelligence in the contemporary national security environment. Most sessions will consist of one or more presentations by the lead lecturer and/or guest lecturers where applicable. Time will also be devoted to interactive class discussion which allows students to work with the ideas and issues being raised and for which students need to prepare by keeping up with the readings for each session. A number of the guest speakers will address the New Zealand experience of intelligence in its many aspects. Many of the proscribed readings for each session (see below) will give students an understanding of how these issues are approached internationally, allowing students to put that New Zealand experience in a wider context.

This course is taught over a five day period and both pieces of assessment, the essay, and the final test, are due after that teaching period.

Attendance is <u>required</u> at all five teaching days

Expected Workload

PADM 508 (STRA 535) is a 24 point course delivered in a single week intensive format in one trimester, representing one tenth of a 240 point Master's degree. Students should allocate at least 240 hours of work to this course including (and certainly going beyond) attendance at the five teaching days. This averages out at 20 hours per week over 12 weeks, from the week of the first lecture to the week of the final assessment requirement. This workload will rise and fall depending on whether assignments are due but students should devote time to reading and writing each week and attempt to read the majority of the required readings in advance of the first day of the course. Following the teaching week, students will need to work consistently on their assignments for the remainder of the trimester.

Readings

A series of required and further readings for each of the 16 teaching sessions has been selected for students to assist with their studies. Students are expected to read *all of the Required Readings* – please consult the Blackboard site for STRA 535. As time allows, they should also follow up on the Further Readings by using the resources of the Victoria University of Wellington library (including the valuable electronic journal holdings). Students working on a long assignment topic should read beyond the required and further readings in the relevant area(s), locating additional readings which will deepen their research and the quality of their written work.

The required readings and an initial selection of further readings are as follows:

Sessions 1 – 2: Course Introduction, Strategic Intelligence and Intelligence Fundamentals

Required Readings
- Loch Johnson, 'Preface to a theory of strategic intelligence', *International Journal of Intelligence and Counterintelligence,* 16(4), 2003, pp. 638-663.

- Andrew Rathmell, 'Towards postmodern intelligence', *Intelligence and National Security*, 17:3, Autumn 2002, pp. 87-104.
- Stan A. Taylor, 'The Role of Intelligence in National Security', in Alan Collins, (ed) *Contemporary Security Studies*, Oxford: Oxford University Press, 2007, pp. 248-269.
- Kristan J. Wheaton and Michael T. Beerborne, 'Towards a New Definition of Intelligence', *Stanford Law and Policy Review*, 2006, pp. 319-330.

Further Readings
- Michael Warner, *Wanted: A Definition of Intelligence*, Studies in Intelligence, 46:3, 2002, at https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol46no3/article02.html
- Mark M. Lowenthal, *Intelligence: From Secrets to Policy*, Washington, DC: CQ Press, 2006, pp. 109-144.
- Richard K. Betts, *Enemies of Intelligence: Knowledge and Power in American National Security*, New York: Columbia University Press, 2007.
- Michael Herman, *Intelligence Services in the Information Age: theory and practice*, London: Frank Cass, 2001.
- Loch K. Johnson and James J. Wirtz, *Strategic Intelligence: Windows Into a Secret World*, Los Angeles, CA: Roxbury Publishing Company, 2004.

Session 3: Agencies and Decision-Making: Intelligence Integration and the Decision-Making Cycle

Required Readings
- Arthur S. Hulnick, 'What's Wrong with the Intelligence Cycle?', *Intelligence and National Security*, 21:6, December 2006, pp. 959-979.
- Paul Pillar, 'Intelligence, Policy and the War in Iraq', *Foreign Affairs* 85:2, March/April 2006, pp. 15-28.
- Stephane Lefebvre, 'A Look at Intelligence', *International Journal of Intelligence and Counterintelligence*, 17:2, Summer 2004, pp. 231-264.

Further Reading
- Graham Allison and Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2d ed., Addison Wesley, 1999.

Sessions 4 – 5: Psychology and Intelligence

Required Readings
- Richards J. Heuer, Jr, 'Limits of Intelligence Analysis', *Orbis*, 49:1, Winter 2005, pp. 75-94.
- Steven Rieber, 'Intelligence Analysis and Judgmental Calibration', *International Journal of Intelligence and Counterintelligence*, 17:1, Spring 2004, pp. 97-112.
- Richard K. Betts, 'Analysis, War and Decision: Why Intelligence Failures are Inevitable', *World Politics*, 31:1, October 1978, pp. 61-89.

Further Readings
- Steve Chan, 'The Intelligence of Stupidity: Understanding Failures in Strategic Warning', *American Political Science Review*, 73:1, March 1979, pp. 171-180.

- Roberta Wohlstetter, "Slow Pearl Harbours and the Pleasures of Deception", in Robert L. Pfaltzgraff, Jr, Uri Ra'anan and Warren Milberg, *Intelligence Policy and National Security*, Hamden, Connecticut: Archon Books, 1981, pp. 23-34.
- Robert Jervis, 'Hypotheses on Misperception', *World Politics*, 20:3, April 1968, pp. 454-479.
- Richards J. Heuer, *Psychology and Intelligence Analysis*, Langley: Centre for the Study of Intelligence, Central Intelligence Agency, 1999.
- Stephen Marrin and Jonathan D. Clemente, 'Improving Intelligence Analysis by Looking to the Medical Profession', *International Journal of Intelligence and CounterIntelligence*, 18: 4, 2005, pp. 707 — 729

Session 6: Technology and Intelligence

Required Readings
- Michael Herman, 'Counter-Terrorism, Information Technology and Intelligence Change', *Intelligence and National Security*, 18:4, Winter 2003, pp. 40-58.
- Bruce Berkowitz, 'Information Technology and Intelligence Reform', *Orbis*, Winter 1997, 41:1, pp. 107-118.
- Dennis Gormley, 'The Limits of Intelligence', *Survival*, 46:3, Autumn 2004, pp. 7-28.

Further Readings
- Alan Dupont, 'Intelligence for the 21st Century, *Intelligence and National Security*, 18:4, Winter 2003, pp. 15-39.
- Steven C. Mercado, 'Sailing the Sea of OSINT in the Information Age', *Studies in Intelligence*, 48:3, 2004, at https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/csi-studies/studies/vol48no3/article05.html

Sessions 7 – 8: Security and The Intelligence Agenda: International and Domestic

Required Readings
- Bruce Berkowitz, 'Intelligence and the War on Terrorism', *Orbis*, 46:2, Spring 2002, pp. 289-300.
- William J. Lahneman, 'The Need for New Intelligence Paradigm', *International Journal of Intelligence and Counterintelligence*, 23, 2010, pp. 201-225.
- Hsinchun Chen and Jennifer Xu, 'Intelligence and Security Informatics', *Annual Review of Information Science and Technology*, 40:1, 2006, pp. 229-287.

Further Readings
- Roy Godson and Phil Williams, 'Strengthening Cooperation Against Transnational Crime', *Survival*, 40:3, Autumn 1998, pp. 66-88.
- Arnold Wolfers, '"National Security as an Ambiguous Symbol', *Political Science Quarterly,* 67:4, December 1952, pp. 481-502.

Sessions 9 – 10: Intelligence Partnerships: International and Domestic

Required Readings
- Adam Svendsen, 'The globalisation of intelligence since 9/11: frameworks and operational parameters', *Cambridge Review of International Affairs*, 21:1, March 2008, pp. 129-144.
- Jennifer E. Sims, 'Foreign Intelligence Liaison: Devils, Deals, and Details', *International Journal of Intelligence and CounterIntelligence*, 19: 2, 2006, pp. 195 — 217.
- James Burch, *A Domestic Intelligence Agency for the United States? A Comparative Analysis of Domestic Intelligence Agencies and Their Implications for Homeland Security*, Monterrey: Naval Postgraduate School, June 2007.
- Martin Innes, 'Policing Uncertainty: Countering Terror through Community Intelligence and Democratic Policing', *Annals of the American Academy of Political and Social Sciences*, 605:1, May 2006, pp. 222-241.

Further Readings
- Richard J. Aldrich, 'Transatlantic security and intelligence cooperation', *International Affairs*, 80:4, July 2044, pp. 731-753.
- Stéphane Lefebvre, 'The Difficulties and Dilemmas of International Intelligence Cooperation', *International Journal of Intelligence and CounterIntelligence*, 16: 4, 2003, pp. 527 — 542.
- Chris Clough, 'Quid Pro Quo: The Challenges of International Strategic Intelligence Cooperation', *International Journal of Intelligence and CounterIntelligence*, 17:4, 2004, pp. 601-613
- James J. Wirtz, 'Constraints on Intelligence Collaboration: The Domestic Dimension,' *Defense Analysis*, Vol. 8, No. 3, 1992.
- Robert David Steele, 'Foreign Liaison and Intelligence Reform: Still in Denial', *International Journal of Intelligence and CounterIntelligence*, 20, 20078, pp. 167-174.
- Jeffrey Richelsen and Desmond Ball, *The Ties that bind: Intelligence cooperation between the UKUSA countries, the United Kingdom, the United States of American, Canada, Australia and New Zealand*, Boston: Allen and Unwin, 1985.

Sessions 11 – 12: Intelligence in Democracies: History and Themes

Required Readings
- William J. Barnds, 'Intelligence and Foreign Policy: Dilemmas of a Democracy', *Foreign Affairs*, 47:2, January 1969, pp. 281-295.
- Peter Gill, 'Securing the Globe: Intelligence and the Post-9/11 Shift from 'Liddism' to 'Drainism', *Intelligence and National Security*, 19:3, Autumn 2004, pp. 467-489.
- Arthur S. Hulnick, 'Openness: Being Public About Secret Intelligence', *International Journal of Intelligence and CounterIntelligence*, 12: 4, 1999, pp. 463 — 483

Sessions 13 – 14: What Intelligence Users Need and Want: Strategic Intelligence – International Comparisons

Required Readings
- Robert Jervis, 'Why Intelligence and Policymakers Clash', *Political Science Quarterly*, 125:2, Summer 2010, pp. 185-204.

- Michael Heazle, 'Policy Lessons from Iraq on Managing Uncertainty in Intelligence Assessment: Why the Strategic/Tactical Distinction Matters', *Intelligence and National Security*, 25:3, June 2010, pp. 290-308.
- Allan Behm, 'The Australian Intelligence Community in 2020', *Security Challenges,* 3:4, November 2007, pp. 1-9.

Further Readings
- Richard Immerman, 'Intelligence and Strategy: Historicizing Psychology, Policy, and Politics, *Diplomatic History*, 32, January 2008, pp. 1-23.
- Jack Davis, 'Intelligence Analysts and Policy-Makers: Benefits and Dangers of Tensions in the Relationship', *Intelligence and National Security*, 21:6, December 2006, pp. 999-1021.

Session 15: Intelligence and Military Operations

Required Readings
- James J. Wirtz and Jon. J. Rosenwasser, 'From Combined Arms to Combined Intelligence: Philosophy, Doctrine and Operations', *Intelligence and National Security*, 25:6, 2010, pp. 725-743.
- John A. Gentry, 'Intelligence Learning and Adaptation: Lessons from Counterinsurgency Wars', Intelligence and National Security, 25: 1, 2010, pp. 50 – 75
- James J. Wirtz, 'Intelligence to Please? The Order of Battle Controversy during the Vietnam War', *Political Science Quarterly,* 106:2, Summer 1991, pp. 239-263.

Further Readings
- John Keegan: *Intelligence in War: Knowledge of the Enemy from Napoleon to Al Qaeda*, London: Random House, 2003.
- Walter Dorn, 'The Cloak and the Blue Beret: Limitations on Intelligence in UN Peacekeeping', *International Journal of Intelligence and CounterIntelligence*, 12: 4, 1999, pp. 414 – 447
- Harold Deutsch, 'Commanding Generals and the Uses of Intelligence', *Intelligence and National Security* 3, July 1988.
- Ernest May (ed), *Knowing One's Enemies: Intelligence Assessment before the Two World Wars*, Princeton NJ: Princeton University Press, 1984.

Session 17: Intelligence Reform and the Future

Required Readings
- Simon Chesterman, 'We Can't Spy... If We Can't Buy!: The Privatization of Intelligence and the Limits of Outsourcing "Inherently Governmental Functions"', *European Journal of International Law,* 19:5, 2008, pp. 1055-1074.
- Uri-Bar Joseph and Rose McDermott, 'Change the Analyst and Not the System: A Different Approach to Intelligence Reform', *Foreign Policy Analysis*, 4:2, April 2008, pp. 127-145.
- Calvert Jones, 'Intelligence reform: the logic of information sharing', *Intelligence and National Security*, 22:2, June 2007, pp. 384-401.

Further Readings
- Carl Ungerer, 'The intelligence reform agenda: what next?', *Policy Analysis* 20, Australian Strategic Policy Institute, 27 February 2008.
  www.aspi.org.au/publications/publication_details.aspx?ContentID=155
- Mike McConnell, 'Overhauling Intelligence**',** *Foreign Affairs*, 86:4, July/August 2007, pp. 49-58.

NOTE: There are no readings for sessions 16 and 18.

Assessment Requirements

There will be two pieces of assessment for this course:

1. **A written assignment (50%) to be submitted IN HARD COPY by Monday 26 September 2011.** Please write **5,000 words** on ONE of the following topics:

   a. Is it time for a revolution in intelligence affairs? Has such a revolution already happened or is it's time still to come? What would (or does) such a revolution consist of, what would (or does) it seek to achieve and what are the main obstacles to its effectiveness?

   b. "There is nothing a Government hates more than to be well-informed; for it makes the process of arriving at decisions much more complicated and difficult." John Maynard Keynes. Discuss and evaluate this statement.

   c. What poses the bigger challenge to strategic intelligence in the contemporary era: the confusion and complexity generated by the variety and quantity of the sources and types of intelligence, or the confusion and complexity which comes from the evolving nature of the problems which intelligence analysts are working on? What is the best way to manage the problem you have identified as the most serious?

   d. Select an intelligence case study which you think shines light on one of the leading propositions in the literature on intelligence. Use the case study to test those propositions and explain to the reader why you think it either validates or challenges them.

   e. Does the international literature on intelligence bypass the experience, challenges and opportunities facing New Zealand? Why or why not?

   f. Examine the following proposition: 'We should stop worrying about intelligence failures: they are inevitable but rarely consequential and there is very little that can be done to reduce their frequency.'

   g. How much does intelligence reform normally focus on organisational change and how much does it focus on the quality of the intelligence process? What accounts for your answer? Does that balance need to be changed? If so how? If not, why not?

   h. 'The needs and missions of leaders and intelligence officials are very different, and the two groups are doomed to both work together and come into conflict.' Discuss this statement in relation to strategic intelligence.

   i. 'When intelligence is being used to support military operations involving the use of force, all intelligence, whether called 'tactical' or 'operational' is strategic.' Evaluate this proposition.

   j. Another topic designed in conjunction with Professor Ayson.

Please submit IN HARD COPY to:

> Post Experience Programmes,
> School of Government,
> Victoria University of Wellington,
> Level 8 Reception,
> Rutherford House,
> 23 Lambton Quay,
> P.O. Box 600,
> Wellington 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

2. **Open Book Test (50%) to be sat, and submitted, VIA BLACKBOARD, on Wednesday 2 November 2011.** A list of questions, dealing with the entire course, will be put up on Blackboard at **5.30pm**. Students will be required to answer 3 essay-style questions from the list. Answers are to be submitted **VIA BLACKBOARD** by **9.00pm.**

    This is a three hour test and you have been given an extra 30 minutes to get yourself organised. It is, therefore, expected that everyone will sit the test at the same time.

    As this test is conducted via Blackboard, students need to have access to a computer with an internet connection – this should all be organised by the student in advance to avoid any problems.

    Penalties may apply to tests that are submitted after the 9.00pm deadline.

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

Students should keep a copy of all submitted work.

Class Attendance

Students should regard all sessions as requiring attendance.

If you are unable to attend one or more sessions, you must advise the Course Coordinator as soon as possible explaining why you will be unable to attend.

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.

Communication of Additional Information

Students should check the STRA 535 Blackboard site regularly for information on changes involving the course and for information on the return of assignments. Such information may also be sent on some occasions to students by email. Please contact the Course Coordinator if you are unsure about any details relating to the course.

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" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.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 @myvuw.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_Forward 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.

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/

Te Pūtahi Atawhai
Maori and Pacific Mentoring Programme
www.victoria.ac.nz/st_services/tpa/index.aspx