

School of Government

PUBL 306
THE THEORY AND METHODS OF POLICY ANALYSIS

Trimester One 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr. Valentina Dinica**
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Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Teaching Period: Monday 5 March – Friday 8 June

Study Period: Monday 11 June – Thursday 14 June

Examination Period: Friday 15 June – Wednesday 4 July (inclusive)

Class Times and Room Numbers

Lectures:	Monday	3.40 – 4.30 pm	RHLT3
	Wednesday	3.40 – 4.30 pm	RHLT3
Tutorials:	Tuesday	12.40 - 1.30 pm	GBG05
	Thursday	10.30 – 11.20 pm	RWW222

Withdrawal from Courses:

1. Your fees will be refunded if you withdraw from this course on or before **Friday 16 March 2012**.
2. The standard last date for withdrawal from this course is **Friday 18 May 2012**. 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.

Information available via

Withdrawal dates: Late withdrawals with Associate Dean (Students) permission
(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

Withdrawal dates: refunds:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

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

Part 1: Policy analysis processes

Lecture 1: Mon 5 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Mapping of the field of policy analysis.

Readings:

- Parsons, W. (1995). *Public Policy*, pp. 13-22
- 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.
- 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.

Lecture 2: Wed 7 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Philosophical perspectives on policy analysis: (neo) positivism and post-positivism.

Readings:

- 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 (GBG05, 12.40-13.30 on Tue 6 March) & Tutorial 2 (RWW222 at 10.30-11.20 am Thru 8 March) – each addressing Lectures 1 and 2.

Please note: 2 tutorials will be offered per week, each covering both lectures relevant for that week. The tutorial on Thursday will be a repeat of that on Tuesday. Therefore tutorials can also help with participation in the next lecture.

Lecture 3: Mon 12 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Activities in policy analysis processes (the methodology of Bardach, Part 1)

Readings:

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

Lecture 4: Wed 14 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Activities in policy analysis processes (the methodology of Bardach, Part 2)

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>

Supplementary readings:

- Scott, C. and K. Baehler. (2010). Section on Outcomes Matrix, in *Adding Value to Policy Analysis and Advice*. This Section is not available in Blackboard. Please see the book at the FCA Library.

Tutorial 3 (GBG05, 12.40-13.30 on Tue 13 March) & Tutorial 4 (RWW222 at 10.30-11.20 am on Thur 15 March) – each addressing Lectures 3 and 4

Lecture 5: Mon 19 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Problem definition and problem structuring: simple / tame / fully structured problems

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.

Lecture 6: Wed 21 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Policy objectives and evaluation criteria

Readings:

- Scott, C. and K. Baehler. (2010). “Knowing where we want to go”, in *Adding Value to Policy Analysis and Advice*. Pp. 122-138
- Stone D. (2001). Chapter: “Efficiency”. In *Policy Paradox: The Art of Political Decision Making*, Pp. 61-85.

Tutorial 5 (GBG05, 12.40-13.30 on Tue 20 March) & Tutorial 6 ((RWW222 at 10.30-11.20 am on Thur 22 March) – each addressing Lectures 5 and 6

Lecture 7: Mon 26 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Policy options and policy instruments

Readings:

- Verdung, E. (1998). “Policy instruments: typologies and instruments”, in *Carrots Sticks and Sermons – policy instruments and their evaluation*, Eds. M.L. Belemans-Videc, C.L. Rist and E. Verdung. Transaction Publishers. Pp 21-55.

Lecture 8: Wed 28 March, Dr. Valentina Dinica, 3.40 – 4.30 pm

Policy options and policy instruments

Case study on waste tires continues

Readings: Same as for Lecture 7.

Tutorial 7 (GBG05, 12.40-13.30 on Tue 27 March) & Tutorial 8 ((RWW222 at 10.30-11.20 am on Thur 29 March) – each addressing Lectures 7 and 8

Lecture 9: Mon 2 April, Dr. Valentina Dinica, 3.40 – 4.30 pm

Underpinning the implementation potential of policy instruments

Readings:

- Hill, M. and P. Hupe (2004). *Implementing Public Policy*. Sage Publications. Chapter: “The State of the Art”, pp. 116-137
- 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: Wed 4 April, Dr. Valentina Dinica, 3.40 – 4.30 pm

Implementation processes and expected obstacles as ex-ante evaluation criterion

Readings:

- 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.
- Dinica, V. (2005, 14-19 April). *Investigating the implementation of EU instruments: a framework for the comparison of national structures and processes*. Paper presented at the European Consortium for Political Research - Joint Sessions in Workshop 4. Making EU policy work: national strategies for implementing, postponing and evading EU legislation, Granada, Spain.

Tutorial 9 (GBG05, 12.40-13.30 on Tue 3 May) & Tutorial 10 ((RWW222 at 10.30-11.20 am on Thur 5 May) – each addressing Lectures 9 and 10

Mid Term Break

Part 2: Research methods for policy analysis

Lecture 11: Mon 23 April, Dr. Amanda Wolf, 3.40 – 4.30 pm

General Introduction to Qualitative Methods

Readings:

- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. 3rd Ed., pp. 37-73. Thousand Oaks, CA: Sage.

Tutorial 11 (GBG05, 12.40-13.30 on Tue 24 April) – this tutorial will only address Lecture 11

Repeat of Tutorial 11 (RWW222, 10.30-11.20 am on Thru 26 April) – this tutorial will also only address Lecture 11

Lecture 12: Mon 30 April, Dr. Amanda Wolf, 3.40 – 4.30 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.

- Woolley, J. T., & McGinnis, M. V. (2000). The conflicting discourses of restoration. *Society & Natural Resources*, 13 (4), 339-457.

Lecture 13: Wed 2 May, Dr. Amanda Wolf, 3.40 – 4.30 pm

Introduction to Q Methodology

Readings: as for Lecture 12

Tutorial 12 (GBG05, 12.40-13.30 on Tue 1 May) & Tutorial 13 (RWW222 at 10.30-11.20 am on Thur 3 May) – each addressing Lectures 12 and 13

Lecture 14: Mon 7 May, Dr. Amanda Wolf, 3.40 – 4.30 pm

Systematic Reviews

Readings:

- EPPI-Centre (March 2007) *EPPI-Centre methods for conducting systematic reviews*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London. <http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=89>
- Smith, K. A., & Cordery, C. (2010). What works? A systematic review of research and evaluation literature on encouragement and support of volunteering. Prepared for the New Zealand Department of Internal Affairs. [www.dia.govt.nz/pubforms.nsf/url/whatworksvolunteering.pdf/\\$file/whatworksvolunteering.pdf](http://www.dia.govt.nz/pubforms.nsf/url/whatworksvolunteering.pdf/$file/whatworksvolunteering.pdf).

Lecture 15: Wed 9 May, Dr. Amanda Wolf, 3.40 – 4.30 pm

Realist Synthesis

Readings

- Pawson, R., Greenhalgh, T., Harve, G. & Walshe, K. (2004). Realist synthesis: An introduction. ESRC Research Methods Programme, RMP Methods Paper 2/2004.

Tutorials 14 (GBG05, 12.40-13.30 on Tue 8 May) and Tutorial 15 (RWW222 at 10.30-11.20 am on Thur 10 May) – each addressing Lectures 14 and 15

Lecture 16: Mon 14 May, Dr. Amanda Wolf, 3.40 – 4.30 pm

Summary of Part 2: Applications and extensions

Lecture 17: Wed May 16, Dr. Valentina Dinica, 3.40 – 4.30 pm

Wicked/unstructured policy problems and public participation

Readings:

- Rein, M. (2006). “Reframing Public Policies”, in *The Oxford Handbook of Public Policy*.
- Chapman, J., C. Edwards and S. (2009). *Connecting the Dots*. Chapter: “Climate Security”, Demos, London.

Tutorial 16 (GBG05, 12.40-13.30 on Tue 15 May) & Tutorial 17 (RWW222 at 10.30-11.20 am on Thur 17 May) – each addressing Lecture 17

Lecture 18: Mon May 21, Dr. Valentina Dinica, 3.40 – 4.30 pm

Strategies and criteria for matching PPA methods to types of policy problems.

Readings:

- Abelson, P.G. P.G. Forest, J. Eylesa, P. Smith, E. Martin, F.P. Gauvin. (2007). “Deliberations about deliberative methods: issues in the design and evaluation of public participation processes”, in *Social Science and Medicine* 57: 239–251.
- Hove, S. van den. (2006). “Between consensus and compromise: acknowledging the negotiation dimension in participatory approaches”, in *Land Use Policy* (23) 10–17.

Lecture 19: Wed May 23, Dr. Valentina Dinica, 3.40 – 4.30 pm

Strategies and tactics for matching PPA methods to types of policy problems.

Readings:

- Rauschmayer, F. and N. Risse. (2005). “A framework for the selection of participatory approaches for SEA”, in *Environmental Impact Assessment Review* 25: 650– 666.

Tutorial 18 (GBG05, 12.40-13.30 on Tue 22 May) and Tutorial 19 (RWW222 at 10.30-11.20 am on Thur 24 May) – each addressing Lectures 18 and 19

Lecture 20: Mon May 28, Dr. Valentina Dinica, 3.40 – 4.30 pm

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

Readings:

- Zurita, L. (2006), “Consensus conference method in environmental issues: relevance and strengths”, in *Land Use Policy* 23: 18–25.
- Bond, S., M. Thompson-Fawcett. (2010). Public Participation and New Urbanism: A Conflicting Agenda? In *Planning Theory & Practice* 8(4): 449 — 472.

Lecture 21: Wed May 30, Dr. Valentina Dinica, 3.40 – 4.30 pm

Strategies and criteria for matching PPA methods to policy objectives.

Readings:

- Creasy, S., K. Gavelin, H. Fisher, L. Holmes, M. Desai. (2007). Appendix 1: How has public engagement been used?, in “Engage for Change: The Role of Public Engagement in Climate Change Policy”. UK. Pp. 62-99.
- Fiorino, D.J. (1990). “Citizen participation and environmental risks: a review of institutional mechanisms”, in *Science Technology Human Values* 15: 226

Supplementary readings:

- Glass J.J. (1979). “Citizen participation in planning: the relationship between objectives and techniques”, in *Journal of the American Planning Association* (45): 180-189.

Tutorial 20 (GBG05, 12.40-13.30 on Tue 29 May) and Tutorial 21 (RWW222 at 10.30-11.20 am on Thur 31 May) – each addressing Lectures 20 and 21

Lecture 22: Wed 6 June, Dr. Valentina Dinica, 3.40 – 4.30 pm

Integrating modelling and participatory methods for modern policy analysis

Readings:

- Burgess, J., A. Stirling, J. Clark, G. Davies, M. Eames, K. Staley and S. Williamson (2007). “Deliberative mapping: a novel analytic-deliberative methodology to support contested science-policy decisions”, in *Public Understanding of Science* (16): 299–322
- Renn, O. (2006). Participatory processes for designing environmental policies, in *Land Use Policy* (23): 34–43

Tutorial 22 (GBG05, 12.40-13.30 on Tue 5 June) – this tutorial only addresses Lecture 22

Repeat of Tutorial 22 (RWW222 at 10.30-11.20 am on Thur 7 June) – as above

Course Delivery

This course will be delivered by means of lectures and tutorials, scheduled as indicated in the above section. 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. 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 respective 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.

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 Dates 2012	Word length	Lectures and tutorials of relevance	Course Objectives tested
1) Policy Report	40%	23 April	3000 words	Lectures and tutorials: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Objectives 3, 4, 6

2) Short Answers	25%	17 May	2000 words	Lectures and tutorials: 11, 12, 13, 14, 15, 16	Objectives 2, 5
3) Essay	35%	8 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. Please send your assignments in Word format and indicate your document's word length on the cover sheet, and full 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, 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.

Mandatory Course Requirements

- 1) You must **submit all three written assignments.**
- 2) Class attendance
 - Students are required **to attend at least half of the lectures relevant for each assignment** (please see the table under Assessment requirements)
 - Further, students are required to **attend at least 6 tutorials** (please remember that in most weeks the 2nd tutorial will be a repeat of the 1st and will refer to both lectures scheduled on that week (with a few exceptions as described under Course Content)

Please contact the course coordinator as soon as you become aware you are now able to meet the class attendance requirements to discuss your situation and provide evidence of personal circumstances.

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%, with further 5% deductions for any additional 200 words excess.**

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.

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 will also be used for announcements and for course-related materials such as assignment texts. Some information communicated via Blackboard (such as some announcements) will 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). However you need to check the Blackboard regularly as well.

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

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

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/>

Te Putahi Atawhai

Maori and Pacific Mentoring Programme

<http://www.victoria.ac.nz/tpa>

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: _____