

School of Government

PADM511
Approved Personal Course of Study
(24 Points)

Taught as MMPM522
STRATEGIC MANAGEMENT
(15 Points)

Trimester 2 / 2012

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Associate Professor Bill Ryan**
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Masters Administrator: **Darren Morgan**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

From Friday 13th July to Wednesday 31st October 2012.

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 27th July 2012**.
2. The last date for withdrawal from this course is **Friday 5th October 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.

Class Times and Room Numbers

Module One:	Friday 13 th July 2012	8.30am – 6.00pm
Module Two:	Friday 31 st August 2012	8.30am – 6.00pm
Module Three:	Friday 26 th October 2012	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 Learning Objectives

Candidates completing this course are expected to achieve the following learning outcomes:

- High level of understanding of theories, models, issues and debates regarding strategic management as practiced in the public sector in the context of 21st century society;
- Knowledge of some important tools and techniques of strategic analysis and management;
- High level of understanding of the New Zealand versions of strategic management, namely 'managing for outcomes' and now 'results-based management';
- High level of understanding of the weaknesses and strengths of strategic management in the New Zealand public sector.

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 multidisciplinary in thinking), and will accordingly be assessed on that basis.

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 seven 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 day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 240 hours for a 24 point course.

Group Work

Candidates will be expected to work in groups during the modules and collective learning is encouraged but items of assessment will all be conducted individually.

Readings

The required text for the course is:

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press.

This book is available from VicBooks (www.vicbooks.co.nz), the Victoria University bookshop – they have been advised of the usual numbers of students taking this course and the requirement for module preparation. You are advised to purchase or order your copy as soon as possible to ensure you have yours in time to prepare for module one.

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.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria and Blackboard, 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.

Materials and Equipment

Note that course materials will be available on Blackboard no later than two weeks before the start of the teaching period.

Course Content

Module 1

Unpacking ‘results’. ‘Results’, ‘outcomes’, ‘results-based management’, ‘managing for outcomes’ – where do they all come from? What relationship do they have to ‘strategic management’

Required reading

- Keating M. (1990) ‘Managing for Results in the Public Interest’. Australian Journal of Public Administration, 49(4): 387–398.
- Treasury Board of Canada Secretariat (2000) Results for Canadians: A Management Framework for the Government of Canada. Ottawa, Canadian Government.
- Ryan B. (2002) ‘Managing for Outcomes = Managing Means for Policy Ends’, unpublished document, Wellington. [Blackboard]
- Steering Group Managing for Outcomes (2003) *Managing for Outcomes: Guidance for Departments* (2003). Wellington, State Services Commission. Download from www.ssc.govt.nz/display/document.asp?DocID=3530
- NZ Government (2012) Better Public Services Advisory Group Report. Wellington: NZ Government. Download from http://www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf

Further readings

- The work of Mark Friedman on ‘results-based accountability’ has attracted considerable interest in NZ. Whilst not a strategic management model, Friedman’s approach purports to have a ‘results’ orientation. If time permits, we will conduct a critique (strengths and weaknesses) of this approach. Look at:
- Friedman M. (2005) *Trying Hard is Not Good Enough*, Lexington, Booksurge [library].
- Examine the range of documents at www.raguide.org or www.resultsaccountability.com

‘Strategic management’: The underlying form of practice – meaning and purpose

Required reading

- Hughes, O. (2003) *Public Management and Administration*, 3rd ed., Sth Yarra, Macmillan Education, chapter 7 ‘Strategic Management’ [Blackboard]
- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 1 [Text]
- Gallop G. (2007) ‘Towards a New Era of Strategic Government’, chapter 7 in J. Wanna (ed) *A Passion for Policy: Essays in Public Sector Reform*, Canberra, ANU e-Press.

[Blackboard] (The whole book can be downloaded from http://epress.anu.edu.au/policy_citation.html)

Definitions: result/outcome, goals (ideals), objectives and targets; strategy; indicator, performance information; environmental scan and SWOT analysis; planning, budgeting, implementation, review - the (strategic) management cycle

Required reading

- Hughes, O. (2003) *Public Management and Administration*, 3rd ed., Sth Yarra, Macmillan Education, chapter 7 ‘Strategic Management’ [Blackboard]
- Ryan B. (2004) *Learning MFO*, Brisbane, Institute of Public Administration.

The rise and fall of the classic, technocratic model of strategic planning – as a main or exclusive focus of strategic management

Required reading

- Mintzberg H. (1994) ‘The Fall and Rise of Strategic Planning’, *Harvard Business Review*, Jan/Feb94, Vol. 72 Issue 1, p. 107-114 [Blackboard]
- Mintzberg H. (1987) Henry. ‘Crafting Strategy’, *Harvard Business Review*, Jul/Aug87, Vol. 65 Issue 4, p66-75 [Blackboard]
- Rittel H. and Webber M. (1973) ‘Dilemmas in a General Theory of Planning’, *Policy Sciences* Vol. 4, pp. 155-169 [Blackboard]

Strategic management in the ‘public’ sector: the conventional post-1980s framework

Required reading

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapters 2, 3, 4, 5, 6 [Text]
- Bryson J. (1988) A Strategic Planning Process for Public and Non-profit Organizations, *Long Range Planning*, Vol. 21, No. 1, pp. 73-81. [Blackboard] (Chapter 2 of Bryson’s (2004) *Strategic Planning for Public and Non-profit Organizations* is a fuller substitute for this reading).
- Nutt P. and Backoff R. (1987) ‘A Strategic Management Process for Public and Third-Sector Organizations’, *Journal of the American Planning Association*, Vol. 53, No 1, pp. 44-57. [Blackboard]
- Nutt P. and Backoff R. (1995) ‘Strategy for Public and Third Sector Organizations’ *Journal of Public Administration Research and Theory*, Vol 5, No. 2, pp. 189–211. [Blackboard]
- (UK) Strategy Unit *Strategy Survival Guide*. Prime Minister’s Strategic Unit, UK Government. Download from <http://webarchive.nationalarchives.gov.uk/20100416132449/http://interactive.cabinetoffice.gov.uk/strategy/survivalguide/downloads/ssgv2.1.pdf> . A copy is also available on Blackboard [Blackboard].

Further readings

- Alford J. (2001) ‘The implications of ‘publicness’ for strategic management theory’, in G. Johnson and K. Scholes (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow. [Blackboard]
- Collier N., Fishwick F. and Johnson G. (2001) ‘The process of strategy development in the public sector’, in G. Johnson and K. Scholes (eds) *Exploring Public Sector Strategy*, Pearson Education, Harlow. [Blackboard]

Module 2

Strategic management: transformational leadership or change management (or learning)?

Required reading

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 5 [Text]
- Nutt P and Backoff R. (1993) 'Transforming Public Organizations with Strategic Management and Strategic Leadership', *Journal of Management*, Vol. 19, No. 2, pp. 299-347 [Blackboard]
- Gill R. (2003) 'Change management — or change leadership?' *Journal of Change Management*, 3(4): 307– 318. [Blackboard]

Further readings

- Kavanagh M. and Ashkanasy N. (2006) 'The Impact of Leadership and Change Management Strategy on Organizational Culture and Individual Acceptance of Change during a Merger'. *British Journal of Management*, Vol. 17, S81–S103. [Blackboard]
- Three change management models – McKinsey's 7-S Model, http://www.mindtools.com/pages/article/newSTR_91.htm Lewin's Change Management Model http://www.mindtools.com/pages/article/newPPM_94.htm and Kotter's Eight Step Change Model http://www.mindtools.com/pages/article/newPPM_82.htm – are highly regarded in the field. Go to these pages and read them.
- John Kotter is a significant figure in thinking about change management. Read Kotter's blog and watch the video on "Change Management vs. Change Leadership -- What's the Difference?" <http://www.forbes.com/sites/johnkotter/2011/07/12/change-management-vs-change-leadership-whats-the-difference/> and "The Perils of Confusing Management and Leadership" <http://www.forbes.com/sites/johnkotter/2011/04/14/the-perils-of-confusing-management-and-leadership/>

Further readings

- Joyce P. (2012) *Strategic Leadership in the Public Services*. London, Routledge. [Library]

Strategic management in a context of joint action and networks

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 6 [Text]
- *Getting Better at Managing for Shared Outcomes: A Resource for Agency Leaders* (2004), Prepared by the Managing for Shared Outcomes Development Group. Download from www.ssc.govt.nz/display/document.asp?navid=114&docid=4126&pageno=1#P5_0

Strategic management: Planning, publics and participation

Required reading

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 8 [Text]
- Lowndes V., Prachett L. and Stoker G. (2001a) 'Trends in Public Participation: Part 1 - Local Government Perspectives', *Public Administration*, Vol 79, No. 1, pp. 205-222 [Blackboard]
- Lowndes V., Prachett L. and Stoker G. (2001b) 'Trends in Public Participation: Part 2 - Citizens' Perspectives', *Public Administration*, Vol 79, No. 2, pp. 445-455 [Blackboard]

Further readings

- Reid, M., Scott, C. and McNeill, J. (2006) Strategic Planning under the Local Government Act: Towards Collaboration or Compliance? *Policy Quarterly*, Vol. 2(2) pp. 18-25. Download from www.victoria.ac.nz/localfutures/pdf/Policy_Quarterly_V2_N2_2006.pdf
- Local Futures Research Project (2011) *Local Government Strategic Planning in Theory and Practice*. Wellington: Institute of Policy Studies. [Book]
- OECD (2009) *Focus on Citizens: Public Engagement for Better Policy and Services*, Paris, OECD, pp. 1-80 [Blackboard]

Strategic management: modelling or politics?

Required reading

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapter 9 [Text]
- Baehler K. (2002) 'Intervention Logic: A User's Guide', *Public Sector*, Vol 25, No. 3 pp. 13-19. [Blackboard]
- Ryan B. (2004) *Learning MFO*, Brisbane, Institute of Public Administration, chapter 2 [Blackboard]

Further readings

- Brown T. (2010) 'The Evolution of Public Sector Strategy', *Public Administration Review*, December 2010 Special Issue, pp. S212-4. [Blackboard]
- Hendrick B. (2010) 'What is Wrong With Advice on Strategic Planning?', *Public Administration Review*, December 2010 Special Issue, pp. S222-3. [Blackboard]

Strategic management: The strategic triangle, complexity and emergence

Required reading

- Joyce P. (1999) *Strategic Management for the Public Services*, Buckingham, Open University Press, chapters 6 & 8 [Text]
- Bovaird T. (2008) 'Emergent Strategic Management and Planning Mechanisms in Complex Adaptive Systems', *Public Management Review*, Vol 10, No. 2, pp. 319 – 340 [Blackboard]
- Rhodes M. (2008) 'Complexity and Emergence in Public Management', *Public Management Review*, Vol 10, No. 3, pp. 361 — 379 [Blackboard]
- Bennington J. and Moore M. (2011) 'Public Value in Complex and Changing Times'. In Bennington J. and Moore M. (eds) *Public Value: Theory and Practice*, New York, Palgrave Macmillan. [Blackboard]

Further readings

- Cohen M. (2010) 'Practitioner's Perspective: Have We Missed the Boat on Planning?', *Public Administration Review*, December 2010 Special Issue, pp. S227-8. [Blackboard]
- Hendrick B. (2010) 'What is Wrong With Advice on Strategic Planning?', *Public Administration Review*, December 2010 Special Issue, pp. S222-3. [Blackboard]

Results-oriented management in developing countries

Required reading

- UNDG (2011) *Results-Based Management Handbook*. Geneva, UNDG.
- OECD-DAC (2008) *Sourcebook on Emerging Good Practice in MfDR*, 3rd ed. Washington, OECD-DAC.
- Joint Inspection Unit (2004) *Implementation of RBM in UN Organisations*, JIU/REP/2004/6. Geneva, United Nations.

Planning for a Crisis

Required reading

- Joyce P. (1999) *Strategic Management for the Public Services*, Oxford, Open University Press, chapter 7 [Text]

Further reading

- McGuire M. and Schneck D. (2010) 'What if Hurricane Katrina Hit in 2020? The Need for Strategic Management of Disasters', *Public Administration Review*, December 2010 Special Issue, pp. S201-207. [Blackboard]

Module 3

The evolution of 'results'-oriented public management in NZ: From SRA/KRA to Pathfinder to MFO

Required reading

- Matheson A., Scanlan G. and Tanner R. (2001) 'Strategic Management in Government: Extending the Reform Model in New Zealand', Wellington, State Services Commission. Download from www.oecd.org/dataoecd/12/10/1902913.pdf
- Boston J. and Pallot J. (1997) 'Linking Strategy and Performance: Developments in the New Zealand Public Sector', *Journal of Policy Analysis and Management*, Vol. 16, No. 3, Special Issue: The New Public Management in New Zealand and beyond, (Summer), pp. 382-404 [Blackboard]

Further readings on Pathfinder

- Pathfinder was a significant development that commenced before MFO was introduced. To some degree these documents are now only of historical interest although they do reveal much about the main ways of thinking about strategic management in NZ then and now. These documents are nominated as further (not required) reading but they are worth looking at. Download and read the following *Pathfinder* documents from <http://io.ssc.govt.nz/pathfinder/information.asp>
 - Building Block 1: Identifying Outcomes
 - Building Block 2: Outcome Indicators
 - Building Block 3: Intervention Logic Building
 - Block 4: Assessing Impact
 - Learning Paper: Managing for Outcomes in Complex Policy Environments
 - Supporting Paper: Strategic Planning

Required reading

- Steering Group Managing for Outcomes (2003) *Managing for Outcomes: Guidance for Departments* (2003). Wellington, State Services Commission. Download from www.ssc.govt.nz/display/document.asp?DocID=3530
- Ryan B. (2003) *Learning MFO*, Brisbane, Institute of Public Administration Australia [Blackboard]
- *Getting Better at Managing for Shared Outcomes: A Resource for Agency Leaders* (2004), Prepared by the Managing for Shared Outcomes Development Group. Download from www.ssc.govt.nz/display/document.asp?navid=114&docid=4126&pageno=1#P5_0

And now...? Better Public Services and achieving ‘Better Results’; What would a model of ‘Results-oriented management’ look like?

Required reading

Note that further reading will be provided closer to the time

- NZ Government (2012) Better Public Services Advisory Group Report. Wellington: NZ Government. Download from http://www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf

Assessment Requirements

These may need to be modified for PADM students. The course coordinator will confirm the assessment requirements.

There are three items of assessment for this course:

- **Concepts test #1: 20 terms, each to be defined in ~100 words (~2000 words total), 20% of marks, due Friday 27 July 2011 – via Blackboard**
- **Concepts test #2: 20 terms, each to be defined in ~100 words (~2000 words total), 20% of marks, due Friday 14 September 2011 – via Blackboard**
- **Essay: Formal analysis of a case written in essay form, 3,000 words ($\pm 10\%$), 60% of marks, due Wednesday 31 October 2012 – via Blackboard**

1. Concepts test #1

Format: 20 terms, each to be defined in ~100 words

Length: Approximately 2,000 words total

Weight: 20% of marks

Distributed: Friday 20 July 2012 (to be confirmed) – via Blackboard

Submission date: Friday 27 July 2012 (to be confirmed) – via Blackboard

Shortly after the first module, you will be given a list of 20 terms for which you need to provide short (~100 words) answers. These terms will be taken from a longer list of key ideas you will be given at the start of the trimester that you can use to check your own learning outcomes. You will be given one week to complete your answers.

The concepts test will be distributed via Blackboard and your answers must be submitted via the same channel.

2. Concepts test #2

Format: 20 terms, each to be defined in ~100 words

Length: Approximately 2,000 words total

Weight: 20% of marks

Distributed: Friday 7 September 2012 (to be confirmed) – via Blackboard

Submission date: Friday 14 September 2012 (to be confirmed) – via Blackboard

Shortly after the second module, you will be given a list of 20 terms for which you need to provide short (~100 words) answers. These terms will be taken from a longer list of key ideas you will be

given at the start of the trimester that you can use to check your own learning outcomes. You will be given one week to complete your answers.

The concepts test will be distributed via Blackboard and your answers must be submitted via the same channel.

3. Essay

Format: Formal analysis of a case, written in essay form

Length: 3,000 words ($\pm 10\%$)

Weight: 60% of marks

Submission date: Wednesday 31 October 2012 – via Blackboard

Write an essay of 3,000 words on EITHER of the following topics:

- 'Better Public Services' calls for a focus on 'results' - defined as including 'outcomes'. Using the models and theories covered in this course, identify one or two major shortcomings in existing organisations or sectors in the NZ public sector and discuss what needs to be done to improve their overall performance in relation to 'results-based management'.
- 'Results-based Development Management' is a UN-approved approach to the management of public projects in developing countries (including Millennium Development Goals). Examine an initiative with which you are familiar (or for which details are publicly available) and identify some important ways in which this case was successful and not successful in achieving its goals.

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

Attendance is required at all three modular teaching days

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, 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 significant part of a day (i.e. more than two hours), you must advise the course coordinator 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

You must submit or participate in all pieces of assessment required for this course.

Communication of Additional Information

Information will be communicated via Blackboard. It is **essential**, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must 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

www.victoria.ac.nz/vbs/studenthelp/

Te Putahi Atawhai

Maori and Pacific Mentoring Programme

www.victoria.ac.nz/st_services/tpa/index.aspx