

## School of Government

# MAPP 521 ECONOMICS (15 Points)

Trimester 1 / 2014

## COURSE OUTLINE

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### Names and Contact Details

**Course Coordinator:** **Dr Antong (Andres G) Victorio**  
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**School Office Hours:** 8.30am to 5.00pm, Monday to Friday

### Trimester Dates

Monday 24 February– Wednesday 18 June 2014

### Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 7 March 2014**.

2. The standard last date for withdrawal from this course is **Friday 16 May 2014**. 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 a modular format.

<b>Module One:</b>	Sessions 1 – 4	Wednesday 26 February 2014	8.30am – 6.00pm
<b>Module Two:</b>	Sessions 5 – 8	Wednesday 30 April 2014	8.30am – 6.00pm
<b>Module Three:</b>	Sessions 9 – 12	Wednesday 11 June 2014	8.30am – 6.00pm

**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. The timetable is available to view on the Victoria University website at [www.victoria.ac.nz/students/study/timetables](http://www.victoria.ac.nz/students/study/timetables) .

**Attendance is required at all teaching days.**

## **Course Learning Objectives and Course Content**

This course introduces analytical ideas in economics for understanding policy debates and analysing public policy issues. The nature of economic incentives is introduced to assist in explaining how people go about making decisions. They are investigated in the context of how markets work, both at the level of individuals and firms (microeconomics) and at the level of an entire economy (macroeconomics). For microeconomics, the unifying framework for examining the role of government is the notion that markets may not always function properly. For macroeconomics, the emphasis will be upon understanding how gross domestic product (GDP) and employment are determined, and how they may be influenced by interest rates, people’s expectations of inflation, government decisions and other so-called “macroeconomic” variables.

By the end of the course, it is expected that course participants will be able to:

- understand the perspectives and tools that economics brings to the study of public policy;
- identify what government can and cannot do to improve economic outcomes and how its intervention may affect economic activity;
- appreciate both the strengths and weaknesses of economics for analysing problems.

## **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 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 150 hours (including class contact time) for a 15-point course.

## Prescription

This course examines economic concepts, theories and frameworks for understanding and analysing public policy and management issues.

## Course Structure and Readings

The assigned readings listed below will be sent as a complete packet. Supplementary readings may be provided as the course progresses. Time-permitting, lectures will be supplemented by in-class teaching videos of between 15 to 35 minutes each. These videos are listed with the readings below and may be made available on Blackboard (see below) as a learning resource. External speakers may also be invited on occasion.

### **MODULE ONE      Wednesday 26 February 2014**

**Session 1:** 8.30am – 10.30am: Microeconomics: Supply and demand curves. The market equilibrium of prices and quantities. Changes in market equilibrium. The price elasticity of demand. Other types of elasticity.

Applications: Demand curves for unconventional commodities. The effects of an excise tax versus those of a sales tax. The unintended consequences of rent control laws and of minimum wage laws. The hidden price of guilt.

Victorio, A. (2009), “Notes on supply, demand and elasticity”, mimeo.

Landsburg, S. (1995), “Supply, demand and equilibrium”, Chapter 1 in *Price Theory and Applications*: pp. 1-31, West Publishing Company.

Stiglitz, J. (1993), “Using demand and supply”, Chapter 5 in *Economics*: pp. 109-138, W.W. Norton and Company.

Levitt, S. and S. Dubner (2006), “What do schoolteachers and sumo wrestlers have in common?”, Chapter 1 in *Freakonomics*: pp. 15-19, Penguin Books.

Reference videos: Taylor, T, “Supply and Demand, Chapters 3-5” and “Elasticity, Chapters 1-5”, Lectures Three and Five respectively in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

**Session 2:** 11.00am – 12.30pm: Microeconomics: Production choices as cost-minimization or as profit-maximization. Consumer surplus, producer surplus and economic efficiency. The efficiency of perfect competition. The inefficiency of taxation and of price and quantity controls.

Applications: Universities as diploma mills. The social cost of robbery. Minimum wages as price floors. Rent control as price ceilings. The social value of water versus that of diamonds, and that of sports celebrities versus that of teachers. Rubbish collection services: what are they worth?

Victorio, A. (2009), "Notes on producer theory: Profit-maximization", mimeo.

\_\_\_\_\_ "Notes on consumer and producer surplus", mimeo.

Landsburg, S. (1995), "Welfare economics and the gains from trade", Chapter 8 in *Price Theory and Applications*: pp. 239-275, West Publishing Company.

Victorio, A. (1994), "Rubbish disposal: council v evaders", column in *The Evening Post*, Wellington.

Reference video: Taylor, T, "Price Floors and Ceilings, Chapters 1-4" Lecture Four in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

**Session 3:** 1.30pm – 3.30pm: Microeconomics: The gains and losses from trade. The market demand curve facing that of a competitive firm versus that of a monopoly. The profit-maximizing equality of marginal revenue and marginal cost under a monopoly. The divergence of market price from marginal cost. The deadweight loss (inefficiency) of a monopoly. The desirable consequences of price discrimination.

Applications: Why New Zealand shouldn't import milk and export cars. Shopping-hour restrictions as monopoly power. Generic drugs and second-degree price-discrimination. Hotel discounts as third-degree price-discrimination.

Victorio, A. (2009), "Notes on international trade and economic efficiency", mimeo.

Mankiw, N. (2004), "Firms in competitive markets", Chapter 14 in *Principles of Economics, 3<sup>rd</sup> edition*: pp. 289-308, South-Western.

\_\_\_\_\_, (2004), "Monopoly", Chapter 15 in *Principles of Economics, 3<sup>rd</sup> edition*: pp. 313-341, South-Western.

Victorio, A. (2004), "Imperfect competition", Chapter 4 in *Applied Models in Public Policy, 2<sup>nd</sup> edition*: pp. 30-41, Ateneo University.

Reference video: Taylor, T, "From Perfect Competition to Monopoly, Chapters 2-5" Lecture Nine in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

**Session 4:** 4.00pm – 6.00pm: Microeconomics: Market failure as any inefficient outcome. Externalities as a source of market failure. The ideal of equating social marginal cost with marginal benefit. The Coase theorem as an alternative to government taxation. Altruism as an alternative to the Coase theorem. Non-rivalry and non-excludability as the sources of a market failure in public goods.

Applications: Environmental disasters as negative externalities. Noisy airports: Generic versus contextual interventions. Bargaining as an alternative to government intervention. The potentially-mitigating effects of altruism in gun ownership. The unintended consequences of legalizing abortion.

Victorio, A. (2009), "Notes on externalities".

Stiglitz, J. (1993), "Externalities, merit goods, public decision-making", Chapter 23 in *Economics*: pp. 587-610, W.W. Norton and Company.

Victorio, A. (2004), "Economic externalities", Chapter 5 in *Applied Models in Public Policy, 2<sup>nd</sup> edition*: pp. 42-52, Ateneo University.

Levitt, S. and S. Dubner (2006), “Where have all the criminals gone?”, Chapter 4 in *Freakonomics*: pp. 105-132, Penguin Books.  
Reference video: Taylor, T, “Negative Externalities, Chapters 1-6” Lecture Twelve in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

## **MODULE TWO      Wednesday 30 April 2014**

**Session 5:** 8.30am – 10.30am: Macroeconomic variables and economic well-being. A model of expenditures and fiscal policy. The spending decisions of consumers.

Applications: Gross domestic product (GDP), unemployment, inflation and their measurement. The income versus the expenditure approach to measuring GDP. GDP as a measure of well-being. Incomes and expenditures in a circular-flow model of households, firms and government. Applications: The aggregate expenditure function and its components. Equilibrium GDP.

Wooding, Paul (1997), “Macroeconomic Issues”, Chapter 1 in *Macroeconomics: A New Zealand Introduction*, 2<sup>nd</sup> edition: pp. 1-12, Sydney, Prentice-Hall.

\_\_\_\_\_, (1997), “Measuring Macroeconomic Variables”, Chapter 2 in *Macroeconomics: A New Zealand Introduction*, 2<sup>nd</sup> edition: pp. 29-43, Sydney, Prentice-Hall.

Stiglitz, J. (1993), “Aggregate Demand”, Chapter 28 in *Economics*: pp. 737-759, W.W. Norton and Company.

Reference video: Taylor, T, “Macroeconomics and GDP, Chapters 2-6,” Lecture Nineteen in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

**Session 6:** 11.00am – 12.30pm: Theories of consumption spending. The marginal propensity to consume. The determinants of investment. The multiplier effects on GDP (income) of changes in autonomous expenditure. The determinants of imports and exports.

Stiglitz, J. (1993), “Consumption and Investment”, Chapter 29 in *Economics*: pp. 766-787, W.W. Norton and Company.

\_\_\_\_\_, (1993), “Government Expenditures and Trade”, Chapter 30 in *Economics*: pp. 798-805, 815-825, W.W. Norton and Company.

**Session 7:** 1.30pm – 3.30pm: Macroeconomics: The monetary system and monetary policy

Applications: Types of money in the measurement of money supply. How banks are able to create money from fractional reserve requirements. How the Reserve Bank can change the supply of money. How an increase in the supply of money may increase aggregate expenditure. The monetarist view of monetary policy: that the demand for money is interest-inelastic and proportionate to income.

Victorio, A. (2009), “Notes on money supply, demand and monetary policy”, mimeo.

Mankiw, N. Gregory, Debasis Bandyopadhyay and Paul Wooding, (2007), “The monetary system”, Chapter 16 in *Principles of Macroeconomics in New Zealand*, pp. 314-333, Melbourne: Thomas learning.

Mankiw, N. (2004), “The influence of monetary and fiscal policy on aggregate demand”, Chapter 34 in *Principles of Economics, 3<sup>rd</sup> edition*: pp. 756-764, South-Western.

**Session 8:** 4.00pm – 6.00pm: Macroeconomics: Aggregate demand and aggregate supply.

Applications: Deriving the aggregate demand curve from a change in prices. The aggregate supply curve. A fiscal-policy expansion as a rightward shift in aggregate demand. Wage reductions as a downward-shift in aggregate supply. Vertical (long-run) aggregate supply as a consequence of wages and prices increasing in the same proportion. Co-movements in macroeconomic variables. Inflation versus unemployment.

Victorio, A. (2009), “Notes on aggregate demand and aggregate supply”, mimeo.

Stiglitz, J. (1993), “Aggregate demand and supply”, Chapter 31 in *Economics*: pp. 908-937, W.W. Norton and Company.

Mankiw, N. Gregory, Debasis Bandyopadhyay and Paul Wooding, (2007), “Aggregate demand and aggregate supply”, Chapter 20 in *Principles of Macroeconomics in New Zealand*, pp. 412-414, 436-437, 440-441, Melbourne: Thomas Learning.

Victorio, A. (2009), “Notes on the Phillips Curve”, mimeo.

Mankiw, N. Gregory, Debasis Bandyopadhyay and Paul Wooding, (2007), “The short-run trade-off between inflation and unemployment”, Chapter 22 in *Principles of Macroeconomics in New Zealand*, pp. 473-495, Melbourne: Thomas Learning.

Reference videos: Taylor, T, “Aggregate Supply and Aggregate Demand,” Lecture Twenty-Four in *Economics, 3<sup>rd</sup> Edition*. “The Trade-off Between Inflation and Unemployment,” Lecture Twenty-Five in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

### **MODULE THREE Wednesday 11 June 2014**

**Session 9:** 8.30am – 10.30am: Microeconomics: Prisoners’-dilemma types of games. Dominant versus weakly-dominant strategies. The dominant-strategy equilibrium. The Nash equilibrium. Other equilibrium concepts in game theory.

Applications: Nuclear deterrence. Peace-keeping missions. Trade wars. George versus Saddam. Sumo quid pro quo.

Victorio, A. (2009), “Notes on game theory”, mimeo.

\_\_\_\_\_. (2004), “Game-theoretic models”, Chapter 15 in *Applied Models in Public Policy, 2<sup>nd</sup> edition*: pp. 150-162, Ateneo University.

\_\_\_\_\_, (2005), “Contemporary Economic Games”, *Policy Quarterly* Vol. 1 No. 3, pp. 16-22, Institute of Policy Studies, Victoria University of Wellington.

Levitt, S. and S. Dubner (2006), “What do schoolteachers and sumo wrestlers have in common?” (as previously assigned), Chapter 1 in *Freakonomics*: pp. 15-19, Penguin Books.

Reference video: Stevens, Scott, “Two By Two Classic Games, Chapters 3-6” Lecture Four in *Game Theory*, The Teaching Company, Virginia, 2008.

**Session 10:** 11.00am – 12.30pm: Microeconomics: Income, prices and the consumer’s budget constraint. Utility as a measure of satisfaction. Indifference curves as quantity combinations with the same utility. Utility-maximization by consumers.

Applications: Why do New Zealanders spend more on wine than they do on public transport? Which is better: subsidizing the cost of housing or just giving tenants the money?

Victorio, A. (2009), “Course notes on consumer theory: Utility-maximization”, mimeo.  
Stiglitz, J. (1993), “The consumption decision”, Chapter 8 in *Economics*: pp. 198-213, W.W. Norton and Company.

**Session 11:** 1.30pm – 3.30pm: Utility – Maximization in Action: Consumption and savings over a lifetime. Superannuation in a system of overlapping generations.

Applications: What is pay-as-you-go superannuation? Why is it that many national superannuation (social-security) programmes become financially unsustainable? How is the subsidisation of education, through taxes upon an older generation, justifiable in terms of economic efficiency?

Victorio, A. (2008), “Rationalizing Social Security,” *Journal of Business and Governance*, Vol. 10 No. 2, pp. 129-137.

**Session 12:** 4.00pm – 6.00pm: The banking system as loanable funds.

Applications: The equilibrium rate of interest and quantity of loanable funds. The effect on this equilibrium of savings incentives, investment incentives and government spending. The equilibrium exchange rate in the market for foreign currency exchange. The macroeconomic effects of government budget deficits, import quotas and capital flight. The macroeconomic consequences of excessive government spending.

Victorio, A. (2009), “Notes on Loanable Funds and the International Economy”, mimeo.

Mankiw, N. Gregory, Debasis Bandyopadhyay and Paul Wooding, (2007), “Saving, investment and the financial system”, Chapter 13 in *Principles of Macroeconomics in New Zealand*, pp. 250-269, Melbourne: Thomas Learning.

\_\_\_\_\_, (2007), “Open-economy macroeconomics: Basic concepts”, Chapter 18 in *Principles of Macroeconomics in New Zealand*, pp. 364-378, Melbourne: Thomas Learning.

\_\_\_\_\_, (2007), “A Macroeconomic theory of the open economy”, Chapter 19 in *Principles of Macroeconomics in New Zealand*, pp. 388-407, Melbourne: Thomas Learning.

Victorio, A. (1999), “Understanding the Asian Crisis and Recommendations for Policy,” Asian Studies Institute Working Paper 6, Victoria University of Wellington, January 1999.

Reference video: Taylor, T, “Budget Deficits and National Saving,” Lecture Twenty Eight in *Economics, 3<sup>rd</sup> Edition*, The Teaching Company, Virginia, 2008.

**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](http://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 Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## Assessment

There are three pieces of assessment for this course, all "take-home". The first two are required. The third is optional. Most students elect to submit just the first two assessments, in which case the overall mark will be assessed as 50% for each assessment. If the third assessment is submitted, the overall mark is instead assessed as 45% for each of the first two assessments (for a total of 90%) and as 10% for the third.

The deadlines for submission are as follows:

1. **First required test/essay**, 50% of course grade (or 45%, if the optional third is submitted), due on **Wednesday 26 March 2014**, four weeks after Module One.
2. **Second required test/essay**, 50% of course grade (or 45%, if the optional third is submitted), due on **Wednesday 28 May 2014**, four weeks after Module Two.
3. **Third (optional) test/essay**, 10% of course grade (or 0% if not submitted), due on **Wednesday 18 June 2014**, one week after Module Three.

The three assessments may vary in format. Possibilities include essay-writing, basic graphing techniques with or without calculations, quantitative case studies, or questions from readings. It is important for the assessments to be submitted on time. Marking penalties will be assessed for every day that a submission is late. For a prolonged delay, the marking penalties become so substantial that a delayed submission is no longer justifiable. (See the section on Penalties below).



**Please submit ALL assignments 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.

**Students should keep a copy of all submitted work.**

### **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**

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

If you cannot complete an assignment or sit a test or examination, refer to [www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat](http://www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat) .

## **Communication of Additional Information**

Additional information may be provided in class, by post, by email or via Blackboard.

**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](http://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 Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://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](http://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](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 [www.victoria.ac.nz/home/study/plagiarism.aspx](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.**

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School’s programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.

- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

## **Student Feedback**

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php) .

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

## **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS. programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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