

School of Government

PADM 508

APPROVED PERSONAL COURSE OF STUDY

(24 Points)

(Taught with GOVT 534

PUBLIC INTEGRITY)

Trimester 1 / 2016

COURSE OUTLINE

Prescription

This course examines integrity and ethics in the public sector from an individual, organisational and systemic viewpoint. It will investigate responsible leadership; identify signs of ethical collapse, demonstrate the concept of Integrity Management Systems (at local, national and organisational levels); and analyse international comparative cases on integrity management.

Course Learning Objectives

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.

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

1. Identify key philosophical orientations (consequences; obligation; virtue; care; justice) in ethical dilemmas
2. Distinguish between dispositional and situational approaches to integrity
3. Understand the role of ethical climate and culture on leading organisations
4. Recognise and apply Integrity Management System models at organisational, local and national levels.
5. Critically evaluate methodologies used in measuring integrity and ethics

GOVT 534 Values

GOVT 534 is proud to promote New Zealand's public values of fairness; impartiality; responsibility; and trustworthiness. I hope that we all trust each other to give of our best and to share our knowledge and experiences. Conversations will always be fair and impartial – we will respect each other's opinions even, in fact especially, if we disagree with them. We will all take responsibility for our own thoughts and actions.

Course Content

Our Philosophy

One of the great things about working in the fields of integrity and ethics is that the primary unit of analysis is **you**: your beliefs, your values, your judgements; your dilemmas; your working practices. In terms of skills and knowledge, therefore, you already have what it takes.

GOVT 534 wants to utilise your own knowledge and experience; as a result I have developed a few foundations for the course that I'd like to share:

1. The starting point for all our discussion is us: we will relate concepts to our experiences and not the other way around, which is why the collective learning element is so important as it gives us a collective grounding from which our own experiences can take off.
2. Learning about ethics is truly a collective experience and we rely on each other for open, constructive and respectful discussions. GOVT 534 is a community of scholars and our views (including mine) have equal weight.
3. Nothing on this course is designed to dissuade or judge people, it simply hopes open up new pathways with which to synthesize things you already know with some new concepts that may be helpful.
4. There is nothing in the course content that does not relate in some way to assessment. I would never waste your time nor create extra work for you although you are free to create as much for yourselves as you wish!
5. Having said that, new ideas, perspectives and views should and will emerge throughout the discussions so if something crops up that you wish to explore in an Assessment, that option will be available in each module.

In so doing we are not simply trying to learn new pieces of information about integrity and ethics but building on the skill set we have: our public service (and other) perspectives; our ability to communicate sensitive and complex ideas; and our ability to contribute to public management and policy more generally.

If there is one thing above all else GOVT 534 is looking to promote, however, it is the quality of your critical thinking skills. This does not mean your ability to criticise, of course, but your ability to take apart an idea and put it together again in different ways. There are lots of books written on critical thinking and if you would like I will share some of my favourites. For now, however, I just want to stress a few simple guidelines:

1. **Your opinion is only as valid as your evidence:** we are all entitled to think and say whatever we like but that does not mean we are entitled to be listened to. There is nothing as tyrannical as an unsubstantiated opinion so please use as much evidence as you can to always justify the assumptions and ideas presented in your arguments.

2. **Your experience is not the same as others'**: no matter what has happened to us in the past, this does not mean we can use it as a generalisation for others. We can and should draw on our experiences but we must be careful how we translate those into broader messages.
3. **Question everything**: including this advice, and remember that the stronger the claim, the more evidence that is required.

The course offers an inter-disciplinary approach to public integrity. It draws upon research from the fields of psychology; philosophy; organisational behaviour; leadership; sociology; religion; neuroscience; and others.

The course is divided into three modules, each investigating issues in public integrity at a different level: individual; organisational; and national. In each case, however, you are the starting point for the conversation and each assessment will also require considerable self-reflection. Each module will have guest speakers and interactive learning through case studies and other methods.

In terms of reading lists, there is no set text book for this course and appropriate readings will be found below. Where appropriate these will also be placed on BlackBoard. I'd like to make some points specifically about our reading, which relates to the class philosophy above.

The official reading list has deliberately fewer items than on some other courses, and there are three specific reasons for this.

1. As stated above, the main bedrock of the course is you; it is helpful, therefore, to work from the inside out – i.e. be guided by your own perspectives and relate those to the reading. At this level we can afford to read less and think more.
2. The course will rely on a discursive approach, and this is best inculcated through leaving intellectual spaces in which ideas can emerge and evolve. The reading is there to provide a framework and introduce these ideas but they will take space and substance in class.
3. As the course is inter-disciplinary it is highly likely that for each module you will encounter a new discipline (perhaps more than one). With this being the case and also due to the depth of the readings themselves, it is helpful to read less articles in greater depth than to skim a huge amount of material.

I would also like to stress that you are not under any obligation to read anything before the modules, other than the collective learning material. Sometimes readings are better understood after the contextualisation of lectures and class discussion and are useful to reflect upon.

However, we all work differently – some people like to read everything in advance, others like to select one or two items, and some are happy to look at reading afterwards. There is no right or wrong approach and I am happy for you to work within your natural learning instincts. The choice is entirely yours.

Collective Learning

The course requires 6 hours of work between modules. This work is considered part of the class structure, but rather than being accommodated in a longer module day (i.e., 8:30 to 6:00), the equivalent of 2 hours per module can be flexibly scheduled by groups of students, with tasks undertaken and reported back as detailed below (see module outlines).

Trimester Dates

From Monday 22 February to Friday 24 June 2016.

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 4 March 2016**.
2. The standard last date for withdrawal from this course is **Friday 27 May 2016**. 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 or www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc.

Names and Contact Details

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

Class Times and Room Numbers

Module One:	Wednesday 24 February 2016	9.00am – 5.00pm
Module Two:	Wednesday 27 April 2016	9.00am – 5.00pm
Module Three:	Wednesday 8 June 2016	9.00am – 5.00pm

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 also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables.

Attendance is required at all teaching days

Course Delivery and Readings

This course is delivered in a modular format over three days of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by 6 hours (online reading) between module meetings, as detailed in the course outline below.

Module 1 Individual Integrity (Wednesday 24 February 2016)

This module will draw on a number of perspectives to look at the philosophical and psychological approaches to how we process morality and ethics. It will ask “what does it mean to be a person of integrity”.

Collective learning material

For this module I would like you to read a December 2014 article from the Los Angeles Times, which looks at the report on the CIA’s use of torture but also what the management principles behind this were. The article will be placed on BlackBoard and please think about the following questions:

1. Why were “enhanced interrogation” techniques used?
2. Were they justified?
3. How did the CIA manage the interrogation process?
4. What were the ethical dilemmas that public managers faced here?

It is anticipated that the preparation for this task will be approximately 1.5 hours and that the class discussion will be followed by a number of interactive lectures.

Module Sessions

- *Session 1: What are the moral dimensions of public management?*
This will be an interactive session based on the collective learning case and will introduce some of the contrasting (if not clashing) view on integrity and ethics that we frequently come up against.
- *Session 2: Are public managers virtuous?*
This will be a guest session facilitated by Gordon Davis and will look at the qualities associated with public service and ask whether or not public management is a virtue.
- *Session 3: How do we process integrity decisions?*
This session will look at some of the counter-intuitive concepts behind integrity and ethics, including that of trust building and the paradoxes of integrity.
- *Session 4: Nature or nurture: what is the balance between environment and personality in integrity and ethics?*
This session investigates how our environment can alter our ethical judgement, and how some people are perhaps beyond any system of ethics and integrity. It will look at two ethical extremes: the work-place psychopath and Administrative Evil.

As well as lectures, the learning materials will also include small-scale experiments and multi-media presentations including a film.

We will also hopefully be welcoming a guest speaker, Gordon Davis, former Chief Legal officer for State Services Commission to give us a perspective on how the SSC looks after issues of integrity, including its new integrity strategy. I highly recommend that you look at their Code of Conduct here www.ssc.govt.nz/code and the results from the 2013 *Integrity and Conduct Survey* here www.ssc.govt.nz/integrity-and-conduct-survey-2013 . Both of these will be discussed in class.

Suggested reading for this module:

- Yana R. Avramova* and Yoel Inbar (2013) ‘Emotion and moral judgment’, *Cognitive Science* 4:169–178.
- Paul Babiak and Ellen O’ Toole (2012) ‘The Corporate Psychopath’ *FBI Enforcement Bulletin*, November, 7-11
- Clive R. P. Boddy (2010) ‘Corporate Psychopaths and organizational type’, *Journal of Public Affairs* 10: 300–312
- Clive R. P. Boddy (2012) ‘Corporate Psychopaths and Marketing’, *The Marketing Review*, Vol. 12, No. 1, 79-89
- Jonathan Haidt (2001) ‘The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment’, *Psychological Review*, 108. No. 4, 814-834
- Michael Haynes (2009) ‘Rationality, morality and Joel Bakan’s The Corporation’, *Int. J. Management Concepts and Philosophy*, Vol. 5, No. 1, 1-18
- Michael Macaulay, (2009) ‘Adapted morality: the challenge of evolutionary psychology for administrative ethics’, *Public Integrity* 11, 1, 35-44
- Michael Macaulay, (2009) ‘The I that is We: recognition and administrative ethics’ in *Ethics and Integrity in Public Administration: cases and concepts* eds. Cox III, R., (New York: M. E. Sharpe) 26-40
- Michael Macaulay and Alan Lawton, (2006) ‘From virtue to competence – changing the principles of public service?’ *Public Administration Review*, September/October, 66, (5) 1-9
- Herbert D. Saltzstein and Tziporah Kasachkoff (2004) ‘Haidt’s Moral Intuitionist Theory: A Psychological and Philosophical Critique’, *Review of General Psychology*, Vol. 8, No. 4, 273–282
- Thalia Wheatley and Jonathan Haidt, (2005), ‘Hypnotic Disgust Makes Moral Judgments More Severe’, *Psychological Science*, Vol. 16, No. 10. 780-784

These and other readings, along with weblinks, will be available on BlackBoard prior to the module.

Module 2 Organisational Integrity (Wednesday 27 April 2016)

This module will draw on a number of perspectives pertaining to how we embed and entrench integrity within our organisations. It will ask “what does it mean to be an organisation of integrity”?

Collective learning material

For this module you will need to prepare by reading a case study on the UK correction service, developed from work done for Transparency International UK in 2011, which looks at the forms of integrity violation that occur in UK prisons, and some of the possible causal factors. The case will be made available on BlackBoard and you are invited to consider the following questions:

1. What are the “push and pull” factors that allow corrupt and unethical practices to flourish in prisons?
2. Are the systems documented in the case sufficient to combat the problem?
3. What incentives currently exist to tackle the problems?

It is anticipated that the preparation for this task will be approximately 2.5 hours and that the class discussion will be followed by a number of interactive lectures.

Module Sessions

- *Session 1: Categorising organisational integrity*
This will be an interactive session based on the collective learning case, which will explore the different strata of misconduct in an organisation, as well as identifying some red flags for ethical collapse.
- *Session 2: Are great people necessarily good people?*
This session investigates ethical leadership and seeks to identify what behaviours and practices and ethical leader models, in contrast to other types of leader. It will also look at the dark side of leadership.
- *Session 3: Building an integrity system (1): finding the balance*
This is an interactive session that asks you to draw on your own workplace experiences to look at what types of integrity systems are out there, what they comprise, and how effective they may (or may not) be.
- *Session 4: Building an integrity system (2): tools and techniques*
This session builds on the previous one by looking at specific elements of IMS approaches, including integrity audits, codes of conduct, etc. It assesses their value and asks what else can be done to develop integrity.

Suggested reading for this module:

- James S. Bowman and Claire Connolly Knox (2008) 'Ethics in Government: No Matter How Long and Dark the Night' *Public Administration Review* 68, 627-639
- Herman Finer (1941) 'Administrative Responsibility in Democratic Government' *Public Administration Review*, Vol. 1, No. 4, 335-350
- Mark Curtis Hoffman and Maria Gajewski (2012), 'The Ten Masks of Administrative Evil' *Administrative Theory & Praxis* Vol. 34, No. 1, 125-132.
- Marianne M Jennings (2004) 'Preventing Organizational Ethical Collapse' *The Journal of Government Financial Management*; 53, 1, 12-19
- Alan Lawton, and Michael Macaulay, (2009), 'Ethics management and ethical management', in *Ethics and Integrity in Public Administration: cases and concepts* eds. Cox III, R., (New York: M. E. Sharpe) 107-120
- Michael Macaulay, and David Norris, (2013) 'The ethical minefield of endless innovation' in *Handbook of Innovation in Public Sector Services* eds. by Osborne, S. P. & Brown, L (London: Elgar)
- Michael Macaulay (2011) 'Measuring ethical performance' *Risk and Reward: shared perspectives* (London: ACCA)
- Arthur Shacklock, Mark Manning and Linda Hort (2011) 'Dimensions and Types of Ethical Climate within Public Sector Human Resource Management', *Journal of New Business Ideas & Trends* 9, 1, 51-66.
- Finn Tschudi (2008) 'A Comment on Adams and Balfour', *Public Administration* 86, No. 4, 895-903
- Lisa Zanetti and Guy B Adams (2000), 'In Service of the Leviathan: Democracy, Ethics and the Potential for Administrative Evil in the New Public Management'. *Administrative Theory and Praxis*, 22, 3, 534-554

These and other readings, along with weblinks, will be available on BlackBoard prior to the module.

Module 3 National and International Integrity (Wednesday 8 June 2016)

This module will draw on a number of perspectives to look at integrity at community, regional and national levels. It will ask “what does it mean to be a nation with integrity”.

Collective learning material

For this module please read the executive summary and methodology sections of the Transparency International New Zealand (2013) *Integrity Plus: National Integrity System Assessment*. The entire report will be placed on BlackBoard but you can also find it here <http://transparency.org.nz/2013/National-Integrity-System-Assessment-New-Zealand-2013> . Please think about the following questions:

1. What are the integrity issues that face New Zealand?
2. **If you are a New Zealand scholar** do you think the report is realistic, or does it over/under estimate the extent of the problem?
3. **If you are an overseas scholar** please also ask how these issues relate to your own jurisdiction and identify what other issues your country faces?
4. How useful is the NIS model as a comparable tool?

It is anticipated that the preparation for this task will be approximately 2 hours and that the class discussion will be followed by a number of interactive lectures.

Module Sessions

- *Session 1: Comparing and Sharing*
This will be an interactive session based on the collective learning case, which will explore the different problems that our various countries face. We are frequently reminded (quite rightly in most respects) that New Zealand is one of the most high-integrity nations on earth. Yet why do so many people still find problems within it? Are these quantitatively or qualitatively different from others? Can we find trends and themes?
- *Session 2: Classifying, measuring and evaluating*
This session looks at different classifications of jurisdictions through the concept of the “syndromes of corruption” and invites each participant to gauge their own experiences. It also looks at the pros and cons of many of the tools currently used to measure integrity on a global scale.
- *Session 3: Collaborating with integrity*
This session will investigate what is needed to be able to collaborate with integrity, particularly across cultures.
- *Session 4: Where do we go from here?*
This session will attempt to bring together the entire module and allow us to debrief our assessments. It will be an open question and answer session in which nothing is off limits.

We will hopefully be able to introduce a guest speaker who will discuss either the NIS report or the OGP initiative. At the moment the speaker is still to be decided.

Suggested readings for this module include:

- Robert Gregory (2013) ‘Assessing “Good Governance” and Corruption in New Zealand: “Scientific” Measurement, Political Discourse, and Historical Narrative’, *Working Paper 03/13*, Institute of Governance and Policy Studies, Victoria University of Wellington.
- Michael Johnson (2006) *Syndromes of Corruption: Wealth, Power and Democracy* (Cambridge: CUP)
- Macaulay, Newman, C, Hickey, G (2014) ‘Towards a Model of the Local Integrity System: learning the lessons from Great Britain’, *International Journal of Public Administration* 37, 2
- Chris Newman, & Michael Macaulay (2013) ‘Placebo or Panacea: Anglo-New Zealand Experiences of Legislative Approaches to combatting Bribery. *Journal of Criminal Law*, 77. 6
- OECD (2014) OECD Foreign Bribery *AN ANALYSIS OF THE CRIME OF BRIBERY OF FOREIGN PUBLIC OFFICIALS*
- State Services Commission (2014) Open Government Partnership website www.ssc.govt.nz/open-government-partnership
- Transparency International New Zealand (2013) *Integrity Plus: National Integrity System Assessment* (Wellington: TINZ)
- Transparency International UK (2011) *National Integrity System Assessment* (London: TI-UK)

Readings, that are not available via online databases will, along with other materials and case studies, be placed on BlackBoard prior to the module.

Mandatory Course Requirements

Students must attain 50% or above in all assessments. Attendance is required at all teaching days. Participation in additional work sessions is mandatory.

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice as soon as possible.

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

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 module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level). Expressed in input terms, the time commitment required usually translates to approximately 220 hours (excluding class contact time) per course.

Assessment

The information in this section may be modified for PADM students. The course coordinator will confirm the assessment requirements.

The Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

Students will be assessed by three completed Assessments.

The purpose of assessment is three-fold: 1) to ensure students have met the standard of work required of the course; 2) to give feedback on a student's performance to assist with future study; and 3) to provide the teaching staff with feedback on the progress of the class. Students will be assessed on the basis of their individual work.

Summary of Assessment Requirements				
Assessment	Type	Indicative length	Due Date	Percentage of Overall Mark
Self-reflective essay	Written	500-750 words	Friday 11 March 2016	15%
Applied essay	Written	1,000-1,500 words	Friday 13 May 2016	25%
Analytical essay	Written	2,500 words	Friday 24 June 2016	60%

Please submit ALL Assessments VIA BLACKBOARD in the Assessments section.

Students should keep a copy of all submitted work.

After running this course for a number of years now it has become apparent through feedback (formal and informal) that assessment needs to be more streamlined and beneficial to members of the class. I am more than happy to endorse that view and hopefully this year's assessment pattern allows for a deeper and more practical learning approach. It does, of course, still entail considerable work on your part.

Assessment 1: Reflective essay

Being reflective is a difficult task, even more so when there is a limited space in which to do so. This assessment is designed to help ease your way into the course but, more importantly, to also guide you on your thinking for modules 2 And 3.

The first assessment is simply a reflection on an ethical issue that you have faced in your working life. It can be large or small, that really does not matter. In particular I would like you to outline:

1. What happened?
2. To what extent were you personally affected?
3. How did it make you feel?
4. In what ways (if any) did it affect your working relationships?
5. Was the issue resolved to your satisfaction?

Please note that these questions are simply to guide your work. They are NOT subheadings and please don't treat them as such. Feel free to use the first person ('I', 'me') and to be as informal as you like.

This assessment is to get us kick-started and will be worth 15% of your final mark.

The assessment touches on Learning Objectives 1 and 2 and the criteria I will be using to assess the work will be the clarity of the account; the identification of different contributory factors to your account; and the quality of the presentation. There is no theory or conceptual work needed here.

Assessment 2: Applied essay

The second assessment asks you to revisit your previous reflection and look at it again in light of the concepts and theories pertaining to module 2. Please feel free to add more context to the account and feel free to use any of the following questions to help you:

1. Was the incident a one-off, or part of a broader range of issues?
2. Was any leadership exercised in taking it forward and, if so, by whom?
3. Could the issue have been prevented through better systems? If so, which elements would you think would have been of greatest benefit?
4. Was there a problem in your organisation's ethical culture? If so, how?
5. Was there any hint of an ethical extreme?

Again, these questions are NOT official sub-headings and you are more than welcome to choose different ones. This time I'd be grateful for a more traditionally academic style of writing and it will be necessary to draw on some of the readings that you have encountered. Please assume that I know them already though – do not waste your time and effort on describing theories and concepts. Use them as illustration – what does your experience tell us about a theory? How can a theory help inform your experiences?

This assessment will be worth 25% of your final mark.

The assessment touches on Learning Objectives 3 and 5 and the criteria I will be using to assess the work will be the choice of theory/concept; the insights of your application; and (again) the quality of the presentation. You will need to use references here and I don't really mind which style you adopt, as long as you're consistent with it.

Assessment 3: Analytical essay

This final assessment is designed to be the most challenging. It asks you to revisit 1 and 2 again but this time to look at the comparisons from all countries and cultures on the course and ask a number of questions:

1. Which of the ideas that you have encountered would have had a positive impact on the situation you have described and applied?
2. What makes you feel confident that it would work?
3. How would this knowledge have enabled you to do something differently?
4. What do public managers need to know about ethics and integrity?

This final two questions are particularly tricky and they are essentially philosophical questions that requires you to draw on theoretical aspects from all three modules. Again it is up to you which ones you choose.

As such the assessment touches upon all 5 learning outcomes and the criteria I will be looking at will include: accuracy of representation of ideas; depth of your critical insights; quality of your presentation. Please feel free to use a combination of formal or informal writing styles here, whatever you feel is appropriate. Again please adopt a consistent referencing system.

The assessment will be worth 60% of your final mark.

The assessment pattern is deliberately designed to be of direct consequence to you and this means that there will be a high degree of personalisation. Please feel free to negotiate these discussions – if there is something you are uncomfortable with we can talk it through. There is no room in GOVT 534 for stress.

Please also be assured that every piece of assessment will be treated in the **strictest confidence**. They will be shared only with permission and only under the following circumstances.

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.

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.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
Fail	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to Blackboard

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. Ensure that you can access Blackboard before the course begins.

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.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-servicedesk@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

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.

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).

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.

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. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward .

Student Feedback

Student feedback on University courses may be found at 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 .
