

School of Government

PADM 511
APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with GOVT 511
MANAGING FOR RESULTS)

Trimester 1 / 2015

COURSE OUTLINE

Names and Contact Details

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

Trimester Dates

Monday 23 February – Thursday 28 May 2015

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 6 March 2015**.
2. The standard last date for withdrawal from this course is **Friday 15 May 2015**. 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.

Module One:	Thursday 26 February 2015	9.00am – 5.00pm
Module Two:	Thursday 16 April 2015	9.00am – 5.00pm
Module Three:	Friday 15 May 2015	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

This course is delivered in a modular format over three days of 6 hours contact time each (18 hours total) between 9 am and 5 pm on the days indicated above, supplemented by 6 hours (online or face-to-face small group discussions and oral report backs) between module meetings, as detailed in the course outline below. **Attendance is required at all teaching days. Participation in additional work sessions is mandatory.**

Group Work

The course requires 6 hours of group 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. Some assessment items also involve group work.

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. Some of that is set contact time. The rest is your study time and we recommend you study weekly for approximately 15 hours.

Prescription

This course examines the on-going management in the public and community sectors of public resources in efficiently and effectively achieving desired results by adopting the strategic management cycle of planning, budget, implementation and review, and highlighting innovation and performance.

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.

Students completing this course will be able to:

1. Critically analyse the conceptual foundations of the managing for results approach to policy and management presently being adopted in many jurisdictions in government and by community and private providers;
2. Critically analyse the conceptual foundations of managing for results as a development beyond output-based management and its significance in the public sphere;
3. Critically analyse the strategic management cycle (planning, budgeting, implementation and review) and independently evaluate performance data and evidence in each stage;
4. Evaluate practical applications of organisational and policy outcomes, their achievement and evaluation, particularly in the complex context of governance;
5. Evaluate practical applications of goals and objectives, strategies, logic models, performance, performance indicators, monitoring and evaluation, and their application in particular cases.

Course Content and Readings

The text for the course is:

Joyce, P. (2015). *Strategic management in the public sector*. London: Routledge.

This book is due for publication on Tuesday 3 February 2015. Copies can be (pre-)ordered through Vic Books, the University Bookshop (www.vicbooks.co.nz).

Special arrangements have been put in place between the publishers and the VUW bookshop to get copies here as soon as possible after publication. If, by chance, it is not available at the start of the course or you'd prefer to undertake this reading before the first module, an acceptable substitute is Joyce's earlier version, Joyce, P. (1999) *Strategic Management for the Public Services* (Open University Press, Philadelphia) which can also be ordered through the University Bookshop or via Amazon.

Required readings indicated below with an asterisk are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (those with no asterisk in this course outline), a URL will be provided, the readings will be available on Blackboard, or you will be advised to buy the readings. In some cases, you may need to go to the library to consult books, or to check them out. Some recommended reasons are also included; additions may be added as the course progresses.

Module 1

A plethora of terms

- ‘Results’, ‘outcomes’, ‘results-based management’, ‘managing for outcomes’ – where do they all come from? What do they mean? What relationship do they have to ‘strategic management’?
- Outcomes and purposive action as the common denominator: ‘strategic management’ as the underlying practice
- ‘Managing for results’ as a key component of public sector reform – international movement
- The management cycle and the policy cycle: (strategic) public management as managing means for policy ends
- NZ: from SRA/KRA to outcomes to results

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. Download from www.tbs-sct.gc.ca/report/res_can/rc-eng.pdf

UNDG. (2011). *Results-based management handbook*. Geneva: UNDG. Download from www.un.org/files/UNDG%20RBM%20Handbook.pdf

Ryan, B. (2002). Managing for outcomes = Managing means for policy ends. (Unpublished document). Wellington.

Steering Group Managing for Outcomes (2003). *Managing for outcomes: Guidance for departments*. Wellington: State Services Commission. Download from www.ssc.govt.nz/display/document.asp?DocID=3530

BPSAG. (2012). *Better public services advisory group report*. Wellington: NZ Government. Download from www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf

Further reading:

OECD-DAC (2008). *Sourcebook on emerging good practice in MfDR*, (3rd ed.). Washington: OECD-DAC. Download from www.mfdr.org/Sourcebook/3rdEdition/SourceBook3FINAL.pdf

Joint Inspection Unit (2004). *Implementation of RBM in UN organisations*, JIU/REP/2004/6. Geneva: United Nations. Download from www.undg.org/docs/7950/RBM_Conceptual_Framework%20-%20version%20of%2022%20June.DOC

‘Strategic management’: Purpose and definitions

- From ‘strategic planning’ to ‘strategic management’
- The strategic management cycle; planning, budgeting, implementation, review
- Definitions: result/outcome; goals and objectives (ultimate, intermediate, immediate), strategies, performance indicators
- Activities, techniques and tools: vision/mission statements; environmental scans, SWOT and trend analysis; scenarios and prediction; logic models (intervention logic); option development and budget proposals; cost/benefit analysis; decision tools; service delivery models; monitoring and evaluation

Required reading:

[Text] Joyce, P. (2015) *Strategic management in the public sector*. Buckingham: Open University Press.

Hughes, O. (2003). Strategic management. In *Public management and administration*, (3rd ed.), (chapter 7, pp. 132-148). South Yarra: Macmillan Education.

Ryan, B. (2004). *Learning MFO*. Brisbane: Institute of Public Administration.

Gallop, G. (2007). Towards a new era of strategic government. In J. Wanna (Ed.), *A passion for policy: Essays in public sector reform*. Canberra: ANU e-Press. The whole book can be downloaded from http://epress.anu.edu.au/policy_citation.html

Further reading:

Joyce, P. (1999). *Strategic management for the public services*. Buckingham: Open University Press. (See note above regarding the text)

Strategising and the public sector

- The rise and fall of (classic, technocratic) strategic planning
- Private and public sector contexts
- Strategic management in the public sector: the conventional post-1980s framework
- Technical approaches vs political, inclusive and consultative approaches – the specifics of the ‘public sphere’ and their impact on classic models of strategic management
- Formal, systematic models to informal, opportunistic models
- From ‘strategic management’ to ‘strategising’
- Strategising in (a) regulatory agencies (b) infrastructure agencies (c) central agencies (d) delivery agencies and (e) service agencies and units
- Strategising in production, procedural, craft and coping organisations (Wilson)

Required reading:

[Text] Joyce, P. (2015) *Strategic management in the public sector*. Buckingham: Open University Press.

* Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard Business Review*, 72(1), 107–114.

* Mintzberg, H. (1987). Crafting strategy. *Harvard Business Review*, 65(4), 66–75.

Hughes, O. (2003). Strategic management. In *Public management and administration*, (3rd ed.). (chapter 7, pp. 132-148). South Yarra: Macmillan Education.

* Bryson, J. (1988). A strategic planning process for public and non-profit organizations. In *Long range planning*, 21(1), 73–81. (Chapter 2 of Bryson's (2004) *Strategic Planning for Public and Non-profit Organizations* is a fuller substitute for this reading).

* Nutt, P., & Backoff, R. (1987). A strategic management process for public and third-sector organizations. *Journal of the American Planning Association*, 53(1), 44–57.

* Nutt, P., & Backoff, R. (1995). Strategy for public and third-sector organizations. *Journal of Public Administration Research and Theory*, 5(2), 189–211.

(UK) Strategy Unit (2004). *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>

* Rittel, H., & Webber, M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155–169.

Further readings:

Alford, J. (2001). The implications of 'publicness' for strategic management theory. In G. Johnson & K. Scholes (Eds.), *Exploring public sector strategy* (pp. 1-16). Harlow: Pearson Education.

Collier, N., Fishwick, F., & Johnson, G. (2001). The process of strategy development in the public sector. In Johnson, G. & Scholes, K. (Eds.), *Exploring public sector strategy* (pp. 17-30). Harlow: Pearson Education.

Module 2

Doing managing for results

- Strategising bottom-up and middle-outwards, methods and techniques.
- Creating and enacting a logic model (intervention logic)
- From model to objectives, strategies and indicators
- Strategising by learning, emergent strategising
- Strategising in the real world: when policies are ministerially prescribed, when resources and capacity are limited, when there's not enough information – and yet 'results' are demanded
- The implications for management and policy

Required reading

Friedman, M. (2005). *Trying hard is not good enough*. Lexington: Booksurge. [Library, 3-day loan]. OR Examine the range of documents at www.raguide.org or www.resultsaccountability.com

Ryan, B. (2003). *Learning MFO*. Brisbane: Institute of Public Administration Australia

Baehler, K. (2002). Intervention logic: A user's guide. *Public Sector*, 25(3), 13–19.

Managing for results in Aotearoa/New Zealand: History and state of play

- The evolution of managing for results in NZ: From SRA/KRA to Pathfinder to MFO and now RBM
- A detailed examination and critique of some key strategic documents

Required reading:

Boston, J., & Pallot, J. (1997). Linking strategy and performance: Developments in the New Zealand public sector. *Journal of Policy Analysis and Management*, 16(3), 382-404. This article is in a special issue on the new public management in New Zealand and beyond; other articles may be of interest to you.

Steering Group Managing for Outcomes (2003). *Managing for outcomes: Guidance for departments*. Wellington: State Services Commission. Download from www.ssc.govt.nz/display/document.asp?DocID=3530

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

NZ Government (2012). Better public services advisory group report. Wellington: NZ Government. Download from www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf

All the articles (especially those from Rennie, Ryan, and Jackson and Jones) in *Policy Quarterly*, 8(3) – download from <http://igps.victoria.ac.nz/publications/publications/show/332>

Examine in depth the material provided on the SSC website dealing with ‘Better Public Services’ found at <http://ssc.govt.nz/better-public-services>

Examination and critique of strategic documents (including a panel discussion)

- *The afternoon session will include an examination of selected documents published by NZ agencies that represent their efforts at strategic management (examples will be identified before the module). Details of those documents and a template for their examination will be provided before module 2. This work will be undertaken in small groups and will include discussing the strengths and weaknesses of these documents and ways in which you think they could be improved.*
- *The discussion will include a panel of senior managers talking about strategising in their organisations*

Module 3

Managing for joint results, strategising with citizens

- Strategic management in a context of joint action and networks where communication, coordination, cooperation and collaboration are required.
- Strategising in a situation where citizen involvement with planning and management is both expected and required – with particular emphasis on local government experience.
- The implications for management and policy.

Required reading:

[Text] Joyce, P. (2015) *Strategic management in the public sector*. Buckingham: Open University Press.

* Crosby, B., & Bryson, J. (2005). A leadership framework for cross-sector collaboration. *Public Management Review*, 7(2), 177–201.

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

* Lowndes, V., Prachett, L., & Stoker, G. (2001). Trends in public participation: Part 1 - Local government perspectives. *Public Administration*, 79(1), 205–222.

* Lowndes, V., Prachett, L., & Stoker, G. (2001). Trends in public participation: Part 2 – Citizens’ perspectives. *Public Administration*, 79(2), 445–455.

Further readings:

* Reid, M., Scott, C., & McNeill, J. (2006). Strategic planning under the local government act: Towards collaboration or compliance? *Policy Quarterly*, 2(2), 18–25.

Local Futures Research Project (2011). *Local government strategic planning in theory and practice*. Wellington: Institute of Policy Studies.

OECD (2009). *Focus on citizens: Public engagement for better policy and services*, (pp. 1–80). Paris: OECD.

Strategising under conditions of uncertainty and complexity

- The meaning of ‘complexity’ and ‘uncertainty’
- ‘Complex adaptive systems’
- The implications for strategising and policy planning

Required reading:

[Text] Joyce, P. (2015) *Strategic management in the public sector*. Buckingham: Open University Press.

* Rittel, H., & Webber, M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155–169

* Kurtz, C., & Snowden, D. (2003). The new dynamics of strategy: Sense-making in a complex and complicated world. *IBM Systems Journal*, 42(3), 462–483.

* Bovaird, T. (2008). Emergent strategic management and planning mechanisms in complex adaptive systems. *Public Management Review*, 10(3), 319–340.

* Rhode, M. (2008). Complexity and emergence in public management. *Public Management Review*, 10(3), 361–379

Bennington, J. & Moore, M. (2011). Public value in complex and changing times. In J. Bennington & M. Moore (Eds.), *Public value: Theory and practice*. New York: Palgrave Macmillan.

Further readings:

* Cohen, M. (2010). Practitioner’s perspective: Have we missed the boat on planning? *Public Administration Review*, 70(S1), 227–8.

* Hendrick, B. (2010). What is wrong with advice on strategic planning? *Public Administration Review*, 70(S1), S222–3.

Strategising and leadership

- Strategic management: leadership and strategy
- Transformational leadership or change management (or learning)?

Required reading:

Joyce, P. (2012). Leaders and Change Situations. In *Strategic leadership in the public services* (pp. 53-75). London: Routledge.

* Nutt, P., & Backoff, R. (1993). Transforming public organizations with strategic management and strategic leadership. *Journal of Management*, 19(2), 299–347.

* Gill, R. (2002). Change management — Or change leadership? *Journal of Change Management*, 3(4), 307–318.

Further readings:

Joyce, P. (2012). *Strategic leadership in the public services*. London: Routledge.

* Kavanagh, M., & 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*, 17(1), S81–S103.

Three change management models – McKinsey’s 7-S Model, www.mindtools.com/pages/article/newSTR_91.htm Lewin's Change Management Model www.mindtools.com/pages/article/newPPM_94.htm and Kotter's Eight Step Change Model 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?” www.forbes.com/sites/johnkotter/2011/07/12/change-management-vs-change-leadership-whats-the-difference/ and “The Perils of Confusing Management and Leadership” www.forbes.com/sites/johnkotter/2011/04/14/the-perils-of-confusing-management-and-leadership/

Case studies: Strategy proposals

- *The afternoon session will be taken up with presentations from selected student case studies and collective discussion of the issues they raise.*

Assessment

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

There are two items of assessment for this course.

1. **Concepts test: 30 questions, each to be answered in ~100 words (~3,000 words total), 30% of marks, distributed Friday 13 March 2015, due Friday 20 March 2015, to be posted to Blackboard**

2. **Application:** (a) Report 3,000 words, 40% of marks plus (b) an executive summary of key points posted to the Blackboard Wiki, 1,000 words, 20% of marks, due Wednesday 27 May 2015, via Blackboard

1. **Concepts test**

Format: 30 terms, each to be defined in <100 words

Length: Approximately 3,000 words total

Weight: 30% of marks

Distributed: Friday 13 March 2015, via Blackboard

Submission date: Friday 20 March 2015, via Blackboard

This assignment is intended to test your knowledge and understanding of specific concepts, terms, ideas, issues and methods covered in the Required Readings set for modules 1, 2 and 3.

Shortly after the start of the course you will be provided with a long list of specific questions the answers to which represent important learning objectives for you on this course. A few days after module 2, you will be given a list of 30 questions taken from the earlier list for which you must provide short answers (<100 words each). 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.

This assignment will be assessed against CLOs 1, 2 and 3.

2. **Application**

Format: (a) Report (written) and (b) Executive Summary (Wiki)

Length: 3,000 words + 1,000 words

Weight: 40% of marks + 30% of marks respectively

Submission date: Wednesday 27 May 2015, via Blackboard

Note that this is a group assignment where each group member will receive the same mark.

This assignment is designed to test your ability to apply the ideas covered in this course to an actual or proposed policy initiative. It is also designed to test whether you are able to work productively in a group on a substantive task.

This work is to be undertaken in a group comprising no fewer than two individuals and no larger than four. This work includes the additional six hours of off-campus learning specified as part of the course; and will include at least one group discussion with the course convenor (either face-to-face or via Skype).

Choose one of the following tasks:

(a) *Developing a strategic framework*

Take a recent, proposed or hypothetical policy initiative designed to address a significant policy or management issue. First identify the issue and context then, from evidence, develop the objectives, logic model (intervention logic), and from it the key strategies, performance indicators, monitoring and evaluation plans. Also outline the strategising process that should underpin it.

(b) *Critiquing a strategic document*

Take the plan for a current government strategy or an organisation's strategic plan (you can use a Statement of Intent for this purpose). Critique the validity, connectedness, coherence and comprehensiveness of the plan. If possible, also critique the strategising process whereby the plan and its roll-out were or are being realised.

Write your report as if a consultant reporting back to an organisation. It should be formal and succinct, justify its propositions and provide an appropriate range of references, cited correctly.

Your group is to complete:

- a) A 3,000 word report (post your document to the Assignment section of Blackboard); and
- b) A 1,000 word Executive Summary (posted to the Wiki section of Blackboard)

These documents will be assessed. Note that the marks allocated to these items indicate that high standards of presentation as well as substance are expected.

Your group may also volunteer to do a brief presentation of the key points (a classic '60 second briefing') as revealed in your Wiki post, during module 3 – this presentation and subsequent discussion will not be graded.

This assignment will be assessed against CLOs 4 and 5.

Students should keep a copy of all submitted work.

Note on Quality Assurance

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
	C-	50% - 54%	Adequate evidence of learning
Fail	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	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	
Pass	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-service@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.

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.

Participation in additional work sessions is mandatory.

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

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 .
