

School of Government

PUBL 417 APPROVED COURSE OF STUDY

**(Taught with GOVT 503
POLICY AND MANAGEMENT PRACTICE)**

Trimester 3, 2015

COURSE OUTLINE

Names and Contact Details

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School Office Hours:

8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 30 November 2015 – Monday 25 January 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 **Tuesday 1 December 2015**.
2. The standard last date for withdrawal from this course is **Friday 15 January 2016**.

After the last date stated in #2, 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

Class Dates: Tuesday 1 – Friday 4 December 2015

Class Times: 9.00am – 5.00pm each day; possible early evening work sessions

Class Location: Room FT 77/306, Level 3, 77 Fairlie Terrace (Studio 77), Kelburn Campus (entrance via Gate 11, situated between 83 and 85 Fairlie Terrace)
The timetable is available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Course Delivery

This course is delivered in an intensive format over four days. **Attendance is required at all teaching days. Participation in assigned work is mandatory.**

Group Work

Students will work in groups of four or five to prepare for the oral presentation in Assignment 2. The overall design of the class is premised on extensive interactions among the participants. However, most assessment will be individually graded.

Expected Workload

The learning objectives set for each course are demanding and to achieve them you must make a significant commitment in time and effort to reading, studying, thinking and completion of assessment items outside of contact time. As this course meets intensively over one week, it is imperative that students undertake the assigned preparatory work. Expressed in input terms, on average, the time commitment required for this course is expected to be approximately 150 hours, of which 24 hours are contact time. The rest is your study time.

Prescription

This course examines the interplay of roles, purposes, leadership and context in the pursuit of objectives in public policy and public management, using a range of cases and participant experiences to consider policy and management practice challenges and ways to address them.

Course Learning Objectives

- 1 Engage in reflective learning about policy, leadership and management practices, drawing on theories and experiences of practices and their contributions to the delivery of desired policy outcomes
- 2 Explain observed practices, demonstrating understanding of influences on them
- 3 Analyse the reciprocal influences of management and policy analysis and advisory practices on successful policy implementation and outcomes
- 4 Understand the significance of strategic thinking and leadership practice in the public sector
- 5 Draw on practice theories to make recommendations to improve the design and delivery of policies

Readings

Required 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, which are also available to you through Blackboard. 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 a tutorial in how to access material, or if you run into any other problems. You may need to draw on additional materials to complete assessment items.

The reading list is divided into several clusters. You are not expected to have read the material in advance. Instead, you will need to read after the class sessions, to support your work on the case analysis and report and on the reflective portfolio.

A. Reflective Learning and Reflective Practice

- Boud, D. (2009). Relocating reflection in the context of practice. In H. Bradbury, N. Frost, S. Kilminster, & M. Zukas (Eds.). *Beyond reflective practice: New approaches to professional lifelong learning*, pp. 25–36. Taylor and Francis.
http://tewaharoa.victoria.ac.nz/VUW:64VUW_ALL:64VUW_INST51180632280002386
- Broussine, M., & Ahmad, Y. (2013). The development of managers' reflexive capacities. *Teaching Public Administration*, 31(18), 18–28.
<http://tpa.sagepub.com/content/31/1/18.full.pdf+html>
- Cunliffe, A. L., & Jun, J. S. (2005). The need for reflexivity in public administration. *Administration and Society*, 37(2), 225–242.
<http://aas.sagepub.com/content/37/2/225.full.pdf+html>
- Schön, D. (1983). *The reflective practitioner: How professionals think in action* (pp. 21–69). New York: Basic Books.
- Yanow, D. (2009). Ways of knowing: Passionate humility and reflective practice in research and management. *The American Review of Public Administration*, 39(6), 579–601
<http://arp.sagepub.com/content/39/6/579.full.pdf+html>

B. Concepts: Notes: We have clustered the concepts material according to the sessions in the course; there is not hard and fast rule for which 'basket' material is placed in. For assignment 1 (see below), you need to choose two readings from this section.

a. Concepts: Management Practice

Catlaw, T. J. (2008). What's the use of being practical? *Administrative Theory and Praxis*, 30(4), 515–529.

<http://www.tandfonline.com/doi/abs/10.1080/10841806.2008.11029655>

Feldman, M. S., & Khademian, A. M. (2001). Principles for public management practice: From dichotomies to interdependence. *Governance: An International Journal of Policy and Administration*, 14(3), 339–361.

http://tewaharoa.victoria.ac.nz/VUW:64VUW_ALL:TN_wj10.1111/0952-1895.00164

Wagenaar, H. (2004). 'Knowing' the rules: Administrative work in practice. *Public Administration Review*, 64, 643–655.

http://tewaharoa.victoria.ac.nz/VUW:64VUW_ALL:TN_wj10.1111/j.1540-6210.2004.00412.x

b. Concepts: Policy Practice

Colebatch, H. K. (2005). Policy analysis, policy practice and political science. *Australian Journal of Public Administration*, 64(3), 14–23. doi:10.1111/j.1467-8500.2005.00448.x

http://primo-direct-apac.hosted.exlibrisgroup.com/VUW:64VUW_ALL:TN_wj10.1111/j.1467-8500.2005.00448.x

Freeman, R., Griggs, S., & Boaz, A. (2011). The practice of policy making. *Evidence & Policy*, 7(2), 127–136.

Rooney, D., & McKenna, B. (2008). Wisdom in public administration: Looking for a sociology of wise practice. *Public Administration Review*, 68(4), 709–721. doi:10.1111/j.1540-6210.2008.00909.x

http://primo-direct-apac.hosted.exlibrisgroup.com/VUW:64VUW_ALL:TN_wj10.1111/j.1540-6210.2008.00909.x

Schwandt, T. (2005). The centrality of practice to evaluation. *American Journal of Evaluation*, 26(1), 95–105. doi: 10.1177/1098214004273184

http://primo-direct-apac.hosted.exlibrisgroup.com/VUW:64VUW_ALL:TN_ericEJ727384

Shotter, J., & Tsoukas, H. (2014). Performing *phronesis*: On the way to engaged judgment. *Management Learning*, 45(4), 377–396. doi: 10.1177/1350507614541196.

http://primo-direct-apac.hosted.exlibrisgroup.com/VUW:64VUW_ALL:TN_sagej10.1177_1350507614541196

Simpson, B. (2009). Pragmatism, Mead and the practice turn. *Organization Studies*, 30(12), 1329–1347. doi: 10.1177/0170840609349861

http://primo-direct-apac.hosted.exlibrisgroup.com/VUW:64VUW_ALL:TN_sagej10.1177_0170840609349861

c. Concepts: Leadership Practice

- Carroll, B., Levy, L., & Richmond, D. (2008). Leadership as practice: Challenging the competency paradigm. *Leadership*, 4(4), 363–379. doi: 10.1177/1742715008095186 http://teaharora.victoria.ac.nz/VUW:64VUW_AL L:TN_scopus2-s2.0-55049087921
- Crosby, B., & Bryson, J. (2005). A leadership framework for cross-sector collaboration. *Public Management Review*, 7(2), 177–201. doi: 10.1080/14719030500090519 http://teaharora.victoria.ac.nz/VUW:64VUW_AL L:TN_tayfranc10.1080/14719030500090519
- Hartley, J., Alford, J., Hughes, O., & Yates, S. (2013). Leading with political astuteness: A study of public managers in Australia, New Zealand and the United Kingdom. Australia and New Zealand School of Government and the Chartered Management Institute, UK. https://www.anzsog.edu.au/media/upload/publication/124_124_LWPA-report-Hartley-Alford-Hughes-Yates.pdf
- Levy, L. (2011). Why leadership matters. *University of Auckland Business Review*, 14(1), 48–57. http://teaharora.victoria.ac.nz/VUW:64VUW_ALL:TN_nz_ind697896
- Raelin, J. (2011). From leadership-as-practice to leaderful practice. *Leadership*, 7(2), 195–211. doi: 10.1177/1742715010394808 http://teaharora.victoria.ac.nz/VUW:64VUW_ALL:TN_gbv664502776
- Vine, B., Holmes, J., Marra, M., Pfeifer, D., & Jackson, B. (2008). Exploring co-leadership talk through interactional sociolinguistics. *Leadership*, 4(3), 339–360. http://teaharora.victoria.ac.nz/VUW:64VUW_ALL:TN_proquest85695331

C. Applications discussed in class

Please see Blackboard.

D. Cases for assignments

Note: The class will be divided into 12 groups, with four groups per case. You will be supplied with a set of materials for the case, which you may supplement during the week and after the class, as you work further on your analysis and write up. The readings will also be posted on Blackboard.

Course Content

GOVT 503 takes a ‘bottom-up’ perspective to help students to look at what goes on for them in the world of practice. In framing this, we draw on the ‘practice turn’ evident in a range of disciplines over the last decade. In a nutshell, the practice turn seeks to move beyond understanding the work of professionals as a combination of personal traits, competencies and behaviours to an understanding of practice as a social phenomenon comprising activities, those who enact them together with others, and the developments over time. Practice is thus contextualised, embodied and changing.

A ‘practice-based approach’ has utility not only for better understanding ‘what is actually going on’. It also helps to explain the observed practices and the influences on them and, crucially, how we might intervene in improving these practices. The approach to the course draws on students’ own practice experiences, exposure to the experiences of others (both in the class and through case studies) and ‘academic’ material relevant to policy, leadership and management practices. Particular emphasis is on reflective practice, communication in practice, and ways to improve practice ranging from working with its inputs and working with others.

There are three contributors in the class, and each of us is taking the lead on presenting one ‘lens’ on practice and leading discussion from its ‘point of view’: leadership, management and policy. For each lens, we look at some key concepts, and then consider applications. This is an artificial division: in reality, the practices are mutually influencing and constituting.

A number of questions underpin the learning in this course. We don’t expect anyone to have all the answers at the end, but these questions may help you to flesh out your own ‘repertoire’ of understandings on the similarities and differences in practices, with respect to information, evidence, process, actors, sectors, nations, degree of complexity, and so on.

- *What is practice and the practice turn in policy, management and leadership?*
- *How do we understand practices as they occur in different situations and involving different people?*
- *What is common or distinctive about practices, and their underpinning processes and methods as required by different kinds of work?*
- *How do commonly espoused practices—typically those associated with evidence and evidence-based policy and management and the data and information that are created or used in practice—differ from in-use practices?*
- *What kinds of values, mindsets, competencies and behaviours do policy professionals and public managers bring to their practices?*
- *What ethical challenges confront practitioners, including those that arise from increasing diversity and complexity in the practice environment? How might these be properly addressed?*
- *What distinguishes practices within and across different sectors and nations; by levels of complexity, scale or scope (including global, national, regional, local); and by policy type?*
- *In what ways do policy roles and functions interact with, complement, integrate or confound management roles and functions – and vice versa?*
- *What tensions, ambiguities and uncertainties affect day-to-day work? What personal and professional strategies are available to cope with and address them?*
- *What are the roles of strategic thinking, rhetoric and argumentation in policy and management practice?*
- *What is strategy and its significance for both policy analysts/advisors and public managers?*
- *How does working with others shape practices of policy formulation and management? How might these be improved?*
- *What is public and community leadership and how does it manifest in practice?*

Overview of the Class Sessions

	Tues, 1 Dec	Wed, 2 Dec	Thurs, 3 Dec	Fri, 4 Dec
9:00–10:30	Intro to course	Concepts: Policy	Concepts: Management	Application 4
10:30–11:00	<i>Morning tea break</i>			
11:00–12:30	Concepts: Leadership	Reflective practice	Application 3	Pulling it together
12:30–1:30	<i>Lunch break</i>			
1:30–3:00	Application 1	Group work time	Group work time	Group work time
3:00–3:30	<i>Afternoon tea break</i>			
3:30–5:00	Case studies: Set up	Application 2	Panel	Case presentations
After 5:00			Group social hour	

Tuesday, 1 December

Session 1: Introduction to the course (BJ, RH, AW)

In this session we will introduce the course and its expectations as well as discuss the course in light of some of your experiences

Session 2: Concepts: Leadership (BJ)

The first of three 'perspectives' on the 'practice turn'

Session 3: Application 1 (BJ)

The first of in-class applications of concepts

Session 4: Case-study work (AW, RH, BJ)

Allocation of cases and case materials, discussion of expectations for the class presentations and case write-ups

Wednesday, 2 December

Session 1: Concepts: Policy (AW)

Session 2: Reflective practice (RH)

An introduction to the theory and methods of reflective learning

Session 3: Group-work time I

First of three sessions for case groups to work on their case analyses and presentations. Teaching staff will be on hand to advise, you will have access to a printer, and you will be handy to the main VUW library and the Hub, if you want to vary the scene!

We have booked 5 break-out rooms, if you want a place to work, other than the Hub or the library. Be sure to let your case leader know where you are!

FT 83/201

MY 531

CO 118

MY 105

CO 119

Session 4: Application 2 (BJ)

Thursday, 3 December

Session 1: Concepts: Management (RH)

Session 2: Application 3 (AW)

Session 3: Group-work time II

Session 4: Panel: Cultural lens on policy (BJ: Chair)

Presentations from Potoae Aiafi (policy), Daryn Bean (leadership), and Jessica Hsu (management), followed by general discussion

Friday, 4 December

Session 1: Application 4 (RH)

Session 2: Pulling it together (AW, RH)

As the end of the contact time nears, how do practices come together for you? What questions and tensions remain? And other questions – a facilitated and interactive session.

Session 3: Group-work time III

Session 4: Presentations

There will be three break-out rooms with four teams per room.

FT 77/306 FT 77/305 FT 77/205

Assessment

For general information on assessment at VUW, please see the Assessment Handbook, which applies to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

Submit all items through the assignments section of Blackboard. DO NOT SUBMIT PDFs.

You should keep a copy of all submitted work.

Overview of Assessed Work

Assessment Items Overview		Due Dates	Length	%	CLOs
1	Reflective Practice Learning Journal				1, 3, 4
	A. Best Practice	29 Nov	800 words	5	
	B. Article Briefings	11 Jan	1,000 words	20	
	C. Article Briefing	25 Jan	1,000 words	20	
2	Group Case Presentation	4 Dec	12 minutes, plus 5 for Q & A	15	2, 3, 4, 5
3	Case Report	18 Dec	2,000 words	40	2, 3, 4, 5

Assessment Detail

1. Reflective Practice Learning Journal. Three instalments due as above, 2800 words total, 45%, CLOs 1, 3, 4

A. Best Practice Reflection (Due November 29, 800 words, 5%)

This assignment requires you to take no more than four hours to think about your ‘practice’ and record some of your reflections, in no more than 800 words. Its purpose is to provide a kick-start to the learning in the course and to better inform the course contributors about who you are and what you do well. Your confidentiality will be strictly protected. No one other than the course convenor (Brad Jackson) and contributors (Amanda Wolf and Russell Harding) will see your assignment.

To prompt your thinking and reflections before the course commences, please consider the following questions:

1. In your public service, what do you consider to be your best practice? Why did you make this choice?
2. Describe the essence and elements of this best practice?
3. How did you acquire and develop this best practice?
4. How would you go about teaching others this practice?

B. Practice Article Briefings (Due: January 11* & January 25, 1,000 words each, 20% each)

You are required to complete *two* article briefings. You may select any of the articles from the *conceptual readings* (section B in the reading list above) assigned for the course but please ensure that they are quite different in order to optimise your learning. Each briefing should be no more than 1,000 words in length. In the briefing you should include a summary of the article’s key arguments followed by a discussion of what the article means to you in the context of your current workplace practices. Alternatively, you could consider what advice you would give to those who occupy policy, management and leadership roles. Specifically, comment on how this article influences your thinking about how you might change your or another’s practice. You should provide specific examples of practice and analyse them using relevant theory and/or research findings from the article.

***Note:** You can elect to submit both assignments on January 25 if you decide you do not wish to receive feedback from the first briefing prior to submitting the second briefing.

This assignment contributes to course learning objectives 1, 3 and 4:

- 1 Engage in reflective learning about policy, leadership and management practices, drawing on theories and experiences of practices and their contributions to the delivery of desired policy outcomes
- 3 Analyse the reciprocal influences of management and policy analysis and advisory practices on successful policy implementation and outcomes
- 4 Understand the significance of strategic thinking and leadership practice in the public sector

Marking criteria:

Comprehension of concepts:	20%
Application to practice:	20%
Quality of reflection:	20%
Depth of learning:	20%
Clarity of writing:	20%

2. Group Oral Presentation of Case. In class on 4 December, 12 minutes presentation plus five minutes Q and A, 15%, CLOs 2, 3, 4, 5

This is an assignment that is to be completed by working with three or four other people (groups of four or five). You will be assigned a case and will be required to prepare and deliver a 12-minute presentation and answer questions (five minutes).

Groups will be announced and cases distributed at the afternoon session on Tuesday 1 December 2015 (3:30–5:00). Ample opportunity for convening in groups will be provided during class sessions. You will also be able to collaborate during lunch breaks and in the evenings.

Presentations will be held on Friday 4 December 2015 in the afternoon session (3:30–5:30). The grade assigned for this assignment will be allocated to the group. It is, therefore, important that each member of the group be able to demonstrate his or her contribution to the presentation.

The presentation itself should:

1. Present the case to an audience who is unfamiliar with it;
2. Present differing perspectives on the issue contained within the case;
3. Answer a question relative to policy practice, public management practice or strategic leadership practice (depending on the case) generated by the group;
4. Present research undertaken by the group relative to the case.

The time allowed for presentations stated above is a strict limit. Concise and precise presentations (as if to a board or official's committee) is what is sought.

Marking Criteria:

Presentation organisation	20 %
Knowledge of the case	30 %
Use of multi-media	10 %
Professionalism of presentation	10 %
Audience engagement	20 %
Clarity and audibility	10 %

3. Case Report. Due 18 December, 2,000 words, 40%, CLOs 2, 3, 4, 5

This is an individual assignment, following on from the work you have done in class with your team (which culminates in a group presentation on the final day). The case write-up should be completed independently, although you can draw on the combined work of the group.

As you know, your case is based on some materials from both New Zealand and elsewhere, and each case is 'current'. Continuing with the hypothetical situation for the oral presentations, you are to imagine that the group of senior officials with oversight for your case has asked you to present a more complete analysis.

You do not need to develop your analysis along the same lines as the oral presentation. You are NOT permitted to seek information that is not in the public domain (for example, you are not permitted to email or phone individuals seeking information). You are welcome to ask your case leader for advice and feedback at any stage.

You are asked to tailor your case report. In preparation, please look closely at the course learning objectives 2, 3, 4, and 5 (reproduced below). Then, think about the elements of the analysis that you would like to present, drawing on the following narrative template:

Identify your particular case and ‘angle’: *The setting is [New Zealand or Wellington].*

In the case of [_____] the challenge for the immediate future is
_____.

Some practices, therefore, are of particular interest.

These include practices involving stakeholder/s _____.

The main interactions of interest with these stakeholders are
_____.

Analyse practices: *Further, these practices have some salient influences, which include [contextual influences, influences of practices elsewhere, by others, covering selected aspects of management, leadership, analytic and advisory practices].*

Draw conclusions: *As a consequence of my analysis of these practices, in light of the identified challenge, here are some ideas about the current and/or prospective design and/or development and/or implementation and/or results in this case.*

Course Learning Objectives

- 2 Explain observed practices, demonstrating understanding of influences on them
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You will be assessed on the following criteria:

1. Clarity in describing the setting [a precise practice challenge is identified with respect to the case and the key stakeholders are identified and briefly profiled]
2. Clarity in characterising an identified challenge [making clear what you consider the next step to be in advancing the case toward a resolution, with explicit attention to the interrelated elements of management, policy and leadership responsibilities and concerns]
3. Rigour and reasoning in an analysis of the challenge and its potential resolution, drawing on specific case materials and theories relevant to the practices at issue.

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
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
	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.

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 .
