

School of Government

MAPP 524
INSTITUTIONS AND THE POLICY PROCESS
(15 Points)

Trimester 2 / 2014

COURSE OUTLINE

Names and Contact Details

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

Trimester Dates

Monday 14 July – Monday 10 November 2014

Withdrawal from Course

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

1. Your fees will be refunded if you withdraw from this course on or before **Friday 25 July 2014**.

2. The standard last date for withdrawal from this course is **Friday 26 September 2014**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

Class Times and Room Numbers

This course is taught conjointly with PUBL 402 Aspects of Public Policy: Theory, in a modular format.

Module One:	Tuesday 15 July 2014	8.30am – 6.00pm
Module Two:	Tuesday 2 September 2014	8.30am – 6.00pm
Module Three:	Tuesday 21 October 2014	8.30am – 6.00pm

Daily session times:

Time	Session
8.30am – 9.00am	Preliminaries
9.00am – 10.30am	1
10.30am – 11.00am	Break
11.00am – 12.30pm	2
12.30pm – 1.30pm	Lunch
1.30pm – 3.30pm	3
3.30pm – 4.00pm	Break
4.00pm – 6.00pm	4

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

Group Work

This course includes group work on the first assignment. The details are set out below.

Expected Workload

This class should take approximately 150 hours. You will be required to read for the modules, participate in a group assignment (approx. 20 hours), and research two additional assignments.

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a 'module'). There are three modules in the course with approximately six weeks between each module. **Attendance is required at all teaching days (8.30am – 6.00pm).**

Prescription

This course examines the political and institutional context in which public policy is developed and implemented. It focuses on the relationship between politics and public administration and management, executive power and accountability, particularly following state sector reform and MMP.

Course Learning Objectives

By the completion of the course, participants will be able to:

- Explain theories of the state; and the relationship between the state, civil society, and the market.
- Identify the main elements of New Zealand's constitutional system.
- Explain the historical process of 'rationalization' (Max Weber) and how it informs the character of modern governmental systems.
- Critically assess the nature of bureaucratic rationality and action, bureaucratic and professional power, and bureaucratic politics.
- Examine the changing political context for public administration and management within New Zealand, including the impact of the move to MMP, and the emergence of the 'governance' paradigm.
- Distinguish between the communicative styles of governmental officials, both elected and appointed, lobbyists, experts and other advocates of "the public good".

Course Content

The course comprises three one-day "Modules", and comprises 12 face to face sessions. Module 1 examines Institutions and Ideas that form the foundation to many contemporary systems of government, including New Zealand's. Module 2 looks at these ideas in the specific context of New Zealand. The third and final module looks at drivers of change and key innovations in thought and practice. In pursuit of key attributes that inform teaching at VUW (leadership, communication, critical thinking, creative thinking), student presentations will be integrated into these sessions, with some homework required for modules 2 and 3.

Module 1: Institutions and Ideas

Session 1: The State and its institutions

This session sets out some fundamental ideas concerning the state and its institutions. It asks how modern states obtain their legitimacy on the foundations of constitutionalism, separation of powers, and the rule of law. Finally, it examines the notion of democracy, and how democracy links to the constitution and the institutions that it establishes.

Readings:

- Schultz, D. (2011). The Crisis of Public Administration Theory in a Postglobal World. In D. C. Menzel & H. L. White (Eds.), *The State of Public Administration: Issues, Challenges, and Opportunities*. Armonk, N.Y.: M.E. Sharpe.
- HABERMAS, J. (2006) Three Normative Models of Democracy. IN BELLAMY, R. (Ed.) *Constitutionalism and Democracy*. Aldershot, Ashgate Dartmouth.

Supplementary:

- HEYWOOD, A. (2004) *Political Theory: An Introduction*, Houndsmills, Basingstoke, Palgrave MacMillan. Chapter 3 “Politics, Government and the State”; & Chapter 5 “Power, Authority and Legitimacy”.

Session 2: Westminster parliaments

This session reviews some of the key features of the Westminster system of government, notably the legislative and executive. It looks at traditional values for the exercise of public power under Westminster; such as political neutrality of the bureaucracy, ministerial responsibility, a career service, and anonymity. It examines the essential elements of bureaucracy as a generic organizational form (Weber and rationalization), and the evolving character of New Zealand governmental bureaucracy and accountability. These values help shape the role of electoral systems within Westminster systems.

Readings:

- GRIFFITH, J. A. G. & RYLE, M. (1989) *Parliament. Functions, Practice and Procedures*, London, Sweet & Maxwell. (Chap. 1: “Parliamentary Government”).

Supplementary:

- HEYWOOD, A. (2007) *Politics*, Houndsmills, Basingstoke, Palgrave Macmillan. (Chap. 16 “Assemblies”).

Online resource:

- An online resource useful for this topic the Australasian Study of Parliament Group www.aspg.org.au which includes conference papers as well as the Group's publication "Australasian Parliamentary Review".

Session 3: The Parliament and the Executive

This session examines the relationship between the legislature and the executive. More specifically, it examines features of contemporary bureaucracies and their interactions with the government and parliamentary processes.

Readings:

- BLAU, P. M. & MEYER, M. W. (1987) *Bureaucracy in Modern Society*, New York, Random House.
- Toye, John. "Modern Bureaucracy." *United Nations University - UNU WIDER Research Paper No. 2006/52* (2006).

Supplementary:

- GREGORY, R. (2003) Accountability in Modern Government. IN PETERS, B. & PIERRE, J. (Eds.) *Handbook of Public Administration*. London, Sage.

Session 4: Research project

Session four sets out the research and evaluation requirements of the course. The details are set out in a separate document.

Research projects from previous years are available on Blackboard.

Supplementary:

- Shaw, Richard. "Politics and the Internet: The New Zealand Research." *Political Science* 61.2 (2009): 5-19.

Module 2: The New Zealand Context

Session 5: The New Zealand Constitution

This session examines New Zealand's constitutional arrangements and the formal/legislative, and informal/conventional elements of these arrangements. It looks at the doctrine of ministerial responsibility; political neutrality and public service 'bargains'; the constitutional significance of the Treaty of Waitangi and the application of Treaty principles to the policy process; New Zealand's electoral system and the implications of the change from FPP to MMP for the operation of "multi-party governance".

Readings:

- Keith, Kenneth J. *On the Constitution of New Zealand: An Introduction to the Foundations of the Current Form of Government*. Wellington 2008. Print.
- Levine, Stephen. "Parliamentary Democracy in New Zealand." *Parliamentary Affairs* 57.3 (2004): 646-65. Print.

Supplementary:

- Boston, J., & Bullock, D. (2008). Experiments in Executive Government under MMP in New Zealand: Contrasting Approaches to Multi-Party Governance. *Paper Prepared for a Symposium on "MMP and the Constitution: 15 Years Past, 15 Years Forward"*, Wellington and London
- JOSEPH, P. A. (2001) *Constitutional and Administrative Law in New Zealand*, Wellington, Brookers.
- New Zealand Parliament. (2011). "Parliamentary Voting Systems in New Zealand and the Referendum on MMP." Parliamentary Library Research Paper.

Session 6: State sector reform

The ideas and theories that informed the revolutionary re-shaping of the New Zealand state in the mid to late 1980s and early 1990s, and now into the 2000's; assessments of these reforms, and contemporary issues in state sector reform; the State Services Commission; Public sector ethics.

Readings:

- Gill, Derek, et al. "The Future State." *Institute of Policy Studies Working Paper 10.08* (2010).
- Gregory, R. (2000). "Getting better but feeling worse? Public sector reform in New Zealand." International Public Management Journal 3: 107-123.
- HENDERSON, A. (1990) *The Quest for Efficiency: The origins of the State Services Commission*, Wellington, State Services Commission.

Supplementary:

- Mulgan, Richard. "Public Sector Reform in New Zealand: Issues of Public Accountability." *Asia Pacific School of Economics and Government Discussion Papers. Policy and Governance.03* (2004). Print.
- RONESS, P. G. (2007) Types of State Organizations: Arguments, Doctrines and Changes Beyond New Public Management. IN CHRISTENSEN, T. & LAEGREID, P. (Eds.) *Transcending New Public Management: The Transformation of Public Sector Reforms*. Aldershot, Ashgate.

Session 7: The Policy Process in New Zealand

This session examines the ways in which 'public policy' is determined in New Zealand. It looks at the roles of public servants, MPs, interest groups, and civil society, in determining the political agenda.

Readings:

- Eichbaum, C., & Shaw, R. (2007). Ministerial Advisers, Politicization and the Retreat from Westminster: the case of New Zealand. *Public Administration*, 85(3), 609-640.
- SHAW, R. & EICHBAUM, C. (2011) *Public Policy in New Zealand*, Auckland, Pearson Prentice Hall (chapters 2, 10, 11).

Supplementary:

- KNOEPFUL, P., LARRUE, C., VARONE, F. & HILL, M. (2007) *Public Policy Analysis*, Bristol, The Policy Press.

Session 8: Research Project Presentations

This session will include research project presentations.

Module 3: Policy Networks and Communications

Session 9: Policy networks and communicative processes

This session seeks out the key communicative processes that link policy networks to institutions and policy processes. These networks and their communicative practices are being shaped by new technological capacities, now known as e-Government or digital government. It will also examine changing expectations about access to information driven by new technologies, growing distrust of government, and expanded expectations about communication, discourse and deliberation that ICTs have made possible. The new technologies have also facilitated a shift from vertical to horizontal governance, and to multi-level governance, and have influenced ideas about “policy leadership”.

Readings:

- Börzel, Tanja A. "Organizing Babylon- on the Different Conceptions of Policy Networks." *Public Administration* 76 (1998): 253-73. Print.
- PIERRE, J. & PETERS, B. G. (2000) *Governance, Politics and the State*, New York, St Martin's Press. (Introduction: what is governance?).
- Provan, Keith G., and Patrick Kenis. "Modes of Network Governance: Structure, Management, and Effectiveness" *Journal of Public Administration Research and Theory* 18 (2007): 229-52.
- 't Hart, P. (2011). "Evaluating public leadership: towards an assessment framework." *Public Money & Management*: 323-329.

Supplementary:

- Boston, J., A. Bradstock, et al., Eds. (2010). Public Policy: Why ethics matters *Public Policy: Why ethics matters* Canberra, Australian National University ePress. Online at http://epress.anu.edu.au/titles/australia-and-new-zealand-school-of-government-anzsog-2/ethics_matters_citation
- CHRISTENSEN, T., LIE, A. & LAEGREID, P. (2007) Still Fragmented Government or Reassertion of the Centre? IN CHRISTENSEN, T. & LAEGREID, P. (Eds.) *Transcending New Public Management: The Transformation of Public Sector Reforms*. Aldershot, Ashgate.
- OECD. (2001). *Public Sector Leadership for the 21st Century*. Paris: Organisation for Economic Co-operation and Development.

Session 10: Governance innovations

This session will look at a range of innovations influencing the interplay between institutions and policy processes, including increasing complexity and globalization.

Reading:

- Burns, Tom R. "The Evolution of Parliaments and Societies in Europe. Challenges and Prospects." *European Journal of Social Theory* 2.2 (1995): 167-94.

Session 11: Treaty of Waitangi, treaty “settlements” and policy processes

Further details to be supplied.

Suggested readings:

- JOSEPH, P. A. (2004) The Treaty of Waitangi: a text for the performance of nation. *Oxford University Commonwealth Law Journal* 4, 114-23.
- O'Malley, V., B. Stirling, et al. (2010). *The Treaty of Waitangi Companion: Māori and Pakeha from Tasman to Today*. Auckland, Auckland University Press.

Session 12: Project Presentations

This session will include research project presentations.

Readings

There is no set text for this course. Instead, the course readings indicated above will be available on 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.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you’ve logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The “My Courses” section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

You are recommended to ensure that your computer access to Victoria University’s computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Students will also find the following books particularly relevant:

- J Boston et al (1996) *Public Management: The New Zealand Model*, Oxford University Press.
- J. Boston et al (1999) *Electoral and Constitutional Change in New Zealand: An MMP Source Book*, The Dunmore Press.
- T. Christensen and P. Laegreid (eds.) (2006) *Autonomy and Regulation: Coping with Agencies in the Modern State*, Edward Elgar.
- T. Christensen and P. Laegreid (eds.) (2007) *Transcending New Public Management: The Transformation of Public Sector Reforms*, Aldershot UK: Ashgate.
- M. Hill (1997) *The Policy Process in the Modern State*, Third Edition, Prentice Hall/Harvester Wheatsheaf.
- C. Hood and M. Lodge (2006) *The Politics of Public Service Bargains: Reward, Competency, Loyalty - and Blame*, Oxford: Oxford University Press.
- R. Hummel (1994) *The Bureaucratic Experience: A Critique of Life in the Modern Organization*, 4th edn., New York: St. Martin's Press.
- E. McLeay (1995) *The Cabinet and Political Power in New Zealand*, Oxford University Press.
- R. Miller (ed.), (2006) *New Zealand Government and Politics*, Fourth Edition, Oxford University Press.
- R Mulgan (2003) *Holding Power to Account: Accountability in Modern Democracies*, Palgrave Macmillan.
- NORMAN, R. (2005) *Obedient Servants? Management Freedoms and Accountabilities in the New Zealand Public Sector*, Wellington, Victoria University Press.
- G. Palmer and M. Palmer (2004) *Bridled Power: New Zealand's Constitution and Government*, Oxford University Press.
- PREBBLE, M. (2010) *With Respect. Parliamentarians, officials, and judges too*, Wellington, Institute of Policy Studies.
- R. Shaw and C. Eichbaum (2008) *Public Policy in New Zealand: Institutions, Processes and Outcomes*, 2nd edn., Pearson/Prentice Hall.

Online resources:

In addition to academic and official publications, portals such as the following are also valuable resources:

- VUW Library – recommended resources in Public Policy: <http://library.victoria.ac.nz/library/resources/guides/publicpolicy.html#guidesection.1391>
- Crawford School of Public Policy <https://crawford.anu.edu.au/>
 - Australian National Institute for Public Policy <http://publicpolicy.anu.edu.au/>
 - HC Coombs Policy forum - <https://crawford.anu.edu.au/hc-coombs/>
- Australian Policy Online <http://apo.org.au/>
- Policy Quarterly <http://ips.ac.nz/publications/publications/list/10>
- Political Science <http://pnz.sagepub.com/content/by/year>
- Governance [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-0491](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0491)

Public Policy Repositories in New Zealand:

- NZIER – www.nzier.org.nz
The authority on independent economic research in New Zealand.
- MOTU – www.motu.org.nz
A “non-profit research institute that carries out high quality, long-term, socially beneficial research programmes. We aim to promote well-informed debate on public policy issues, placing special emphasis on issues relevant to New Zealand policy”.
 - Publication search: www.motu.org.nz/publications
 - Working papers: www.motu.org.nz/publications/working-papers
- MFAT – www.mfat.govt.nz
The Ministry of foreign affairs and trade’s website provides a range of publications:
 - Corporate: Annual reports.
 - Trade and business: e.g. Closer economic partnerships and a guide to ASEAN
 - Newsletters: e.g. Reviews of Hong Kong, Taiwan and Korea
- DigitalNZ – www.digitalnz.org
A New Zealand government initiative and enables people to “find, share and use New Zealand's digital content”.
- Knowledge Basket – www.knowledgebasket.co.nz
A New Zealand-based private company providing links to 9 online databases:
 - LegislationNZ
 - Linkz
 - Listserv
 - Maori land court minute book index
 - New Zealand Index
 - Newztext
 - New Zealand Refugee Law
 - Taonga
 - Waitangi tribunalSome content is only available through a paid subscription. LegislationNZ, Taonga and Listserv are completely free databases but Newztext is partially free and there are fees to use the services for the other databases.
- New Zealand Political Studies Association <http://nzpsa.wordpress.com/>

Public Policy Repositories in Australia:

- Policy Library: www.policylibrary.com
- Institute of Public affairs: www.ipa.org.au
- Australian Policy Online: www.apo.org.au
- Australian Public Affairs: www.nla.gov.au/apais/

Public Policy Repositories in Pacific Islands:

- Pacific Institute of Public Policy: www.pacificpolicy.org

Other online databases:

- ProQuest: <http://proquest.umi.com/pqdweb?RQT=403&TS=1292366595&clientId=7511>
- Ebrary: <http://site.ebrary.com/lib/vuw/home.action>

Assessment

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

The course has three assessment exercises:

1. Research Project (30%)
2. Essay I (relating to the first three course learning objectives), 2,500 words: (35%)
3. Essay II (relating to the second three course learning objectives), 2,500 words: (35%)

As half of the class (group A) will present their research projects during Module 2 and half (group B) will present during Module 3, the dates for hand in of assignments are as follows:

Group A	Group B
<ul style="list-style-type: none">• Research Project: Present at Module 2 on Tuesday 2 September 2014• Essay I: Submit by 4.00pm on Friday 10 October 2013• Essay II: Submit by 9.00am on Monday 10 November 2014	<ul style="list-style-type: none">• Essay I: Submit by 4.00pm on Friday 22 August 2014• Research Project: Present at Module 3 on Tuesday 21 October 2014• Essay II: Submit by 9.00am on Monday 10 November 2014

1. Research Project (30%)

The topics for research projects will be discussed in class. In addition to topics that flow from the sessions outlined above, these may extend to examination of institutions and the policy process in the context of:

- Global policy networks
- Social media and/or traditional/mass media
- Political parties
- The multiplication of laws and regulations
- Regional councils
- The theory of deliberative democracy
- Evolution of government departments and agencies in New Zealand or elsewhere

Research Project Assessment

Instructions for the Research Project are set out in a separate document. The project is worth 30% of your course grade (in addition to two essays which are worth 35% each).

The 30% mark for the Research Project is divided into two parts: 15% for group work and 15% for your individual work. The following chart shows which activities will attract an individual mark and which activities will be assessed as group work:

Task with individual mark	Task with Group mark
<ul style="list-style-type: none">• Quality of reflections on individual learning	<ul style="list-style-type: none">• Quality of problem statement
<ul style="list-style-type: none">• Quality of innovation in search, retrieval, analysis, and dissemination of results	<ul style="list-style-type: none">• Quality of analysis of current and potential ICT adaptation and use
<ul style="list-style-type: none">• Quality of contribution to group process	<ul style="list-style-type: none">• Quality of teamwork
	<ul style="list-style-type: none">• Quality of group presentation

Individual Mark: The Research Report

Deliverable: 10 page report

Your individual mark will depend on the quality of your individual research report. As the table above shows, you are expected to report on the following:

1. Describe the ICT related sites and technologies that you identified through research and make an assessment of the quality of the materials available on these sites. For instance, since good policy-making requires identification of authoritative, timely, and comprehensive source material, you should report on the sites that your research has identified, and report on the quality of information provided. Conversely, you may find sites that are problematic and give the reasons for this.
2. Report and reflect on the innovations that you have made to your habits in innovation in search, retrieval, analysis, and dissemination of results. You could do this by explaining your “traditional” methods of searching, storing and using, and then describe new habits or routines that you have picked up through doing this assignment. Obviously, the greater your response to the challenge, the more impressive. You should also feel free to document difficulties and frustrations encountered in doing the assignment, and the extent to which these have or have not been met.
3. Quality of contribution to group process.
The group assignment is inspired by fact that real-world challenges and tasks invariably require cooperation and networking with others. What efforts have you made during this project to a) contribute leadership; b) foster collaboration; c) overcome obstacles; d) clarify group tasks; e) achieve group objectives? These are just some of ways in which you may document your contribution as leader, communicator, and critical and critical thinker.

Keep in mind that the individual report is your way of adding value to what is expressed in the group report. Each team member will have explored the technology paths in different directions and will then have had to make decisions on what to fold into the group report. Your individual report provides the opportunity to explain and evaluate these individual explorations.

Group Mark: The Research Presentation

Deliverables: presentation in class (duration of the presentation to be advised at Module 1)

Hard copy of group report – this could be a PowerPoint or report in some other format.

Word-length/page-length: ten pages maximum including text and images.

2. Essay I – 2,500 words: (35%)

Answer **one** of the three following questions:

1. Based on your understanding of how government and society operate in contemporary New Zealand, which theory of state do you suggest is most closely approximated?
2. If the “Westminster” parliamentary tradition were open to reform, which principles and practices (if any), would generate better governance outcomes?
3. All modern states conduct their affairs through bureaucracies. However, 21st century conditions are not those of 200 years ago. Having selected a specific country as a case study, assess the ways in which “traditional” bureaucratic practices have been subject to reform? What additional reforms do you suggest are still required?

3. Essay II - 2,500 words: (35%)

Answer **one** of the following questions:

1. Should New Zealand have a single written constitution, and if so, in general terms, what should it provide for?
2. Should New Zealand become a republic? (and what would be some of the constitutional implications and consequences if that were to occur?)
3. What role should public opinion play in a government’s program of policies?
4. Do lobbyists epitomise or distort policy-making processes in democratic cultures?
5. How has New Zealand’s change in system of electoral representation altered public policy processes?
6. Is ‘government’ sufficiently ‘joined up’ in New Zealand? (or another country of interest to you)
7. Is an “outcomes” approach to public service generating better “public value” than earlier public service models? How do you know?
8. Have increased emphases in trust and accountability in government made the institutions of government more trustworthy, or merely increased transaction costs?
9. To what extent has the Treaty of Waitangi facilitated an adequate outcome for Maori and Pakeha in contemporary New Zealand? Are current treaty processes adequate to the challenges of the coming decades?
10. What changes have come to the notion and practice of “the public” through such new influences as ICTs, and with what impact on public policy processes?

Please submit all assignments via Blackboard.

Students should keep a copy of all submitted work.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

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.

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

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

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

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.

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 .

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.
