



2014

Trimester 1

COURSE OUTLINE

LAND221

LANDSCAPE ARCHITECTURE SITES AND SYSTEMS

GENERAL

Trimester 1; 15 points

ASSESSMENT

100% internal by assignment

CLASS TIMES AND LOCATIONS

LECTURES & TUTORIALS:	Mondays	09:30am – 11:20am	Room: VS 236
SHORT SITE VISITS:	Thursdays	09:30am – 11:20am	various locations*
LONG SITE VISIT:	TBC	TBC	TBC

* check **Schedule of Sessions** for details

COORDINATOR

Coordinator

Name: Penny Allan
Room: VS 227B, 139 Vivian Street, Te Aro Campus
Phone: 04 463 9460
Office Hours: Mondays 1-5, Thursdays 1-5
Email: penny.allan@vuw.ac.nz

Teaching Fellow

Name: Bruno Marques
Room: TBC
Phone: TBC
Office Hours: TBC
Email: TBC

COMMUNICATION OF ADDITIONAL INFORMATION

Any changes or additions to this Course Outline will be discussed and agreed with the class, and conveyed through Blackboard or via email to all students enrolled in the course.

Changes to submission dates for items of assessment cannot occur without permission from the Head of School.

PRESCRIPTION

An introduction to the principles of site ecology and landform. Students will develop a practical understanding of the scientific characteristics and working processes of ecology, geomorphology, hydrology, topography, soils and vegetation systems.

COURSE CONTENT

Landscape architects hold natural systems as core to their practice. They provide the first contact point between people, land, and other experts and have a responsibility to guide the health of communities and the environment. The ability to perceive and understand the interconnectedness of landscape structures, systems, processes, and developments improve our ability to make decisions in landscape design that foster sustainable and resilient outcomes. An understanding of physical geography, geomorphology, soils and the theoretical concepts of landscape ecology as a spatial analysis and design tool underpin this course. This will be accomplished through the study of how spatial heterogeneity in landscapes influences various ecological processes in 'natural' and 'created' landscapes, recognising that they are similar at structural and functional levels.

Lectures will focus on a review of ecosystem processes, characteristics of landscape patterns and dynamics, and the consequences of these factors on the environments we examine in the discipline of landscape architecture. Core lectures will address the global perspective, while invited guests, discussions and field trips will generally focus on regional examples. We will also explore the importance of concepts such as designing for sustainability and resilience as well as rehabilitation of plant communities and key native ecosystems.

This course will provide students with sufficient background knowledge to formulate questions related to ecological processes in urban, peri-urban, and natural areas and how they shape the landscape. Students will be able to 'read' landscape and understand how natural systems interrelate, allowing them to respond accordingly with ecological site planning, from the smaller to a large-scale, in a sensitive, holistic and sustainable manner.

This is an exciting course and students are expected to engage the material with intellectual hunger, creativity, verbal enthusiasm, clear, critical thinking and respect for the ideas read, heard and studied in the class.

COURSE LEARNING OBJECTIVES

The objective of this course is to discover and explore the use of landscape ecology theory for designing sustainable and resilient landscapes at a variety of scales. For that, students will get acquaintance with methods of conceptualising and analysing the structure, heterogeneity and ecological processes in landscapes in order to understand the dynamic nature of the land as both forms and systems and how they may change over time and be used beneficially in landscape design.

Upon completion of the course, students will be able to:

- 1: understand the basic concepts and terminology of landscape ecology and natural systems of climate, geology, topography, soils, hydrology, and vegetation.
- 2: identify and understand landforms, landscape patterns and structures, and their changes over time
3. synthesise knowledge on general ecological processes and their interactions to spatially represent a planning concept based on the use of landscape ecology principles.
- 3: achieve a working knowledge of key native ecosystems and native plant communities in selected study areas.

.5: gain an understanding of mapping, report writing, and presentation conventions with effective critical thinking and investigation.

GRADUATE SKILLS

<i>Graduate Skills</i>	<i>Taught</i>	<i>Practised</i>	<i>Assessed</i>
Knowledge			
• Information literacy	✓	✓	✓
Creative and Critical Thinking			
• Problem solving	✓	✓	✓
• Critical evaluation	✓	✓	✓
• Work autonomously		✓	✓
• Creativity and innovation	✓	✓	✓
Communication			
• Effective communication (written)	✓	✓	✓
• Effective communication (oral)	✓	✓	✓
• Effective communication (graphic)	✓	✓	✓
• Work effectively in a team setting		✓	✓
Leadership			
• Ethical behaviour in social / professional / work environments		✓	✓
• Responsible, effective citizenship		✓	✓
• Commitment to responsibilities under the Treaty of Waitangi		✓	

TEACHING FORMAT

A variety of teaching methods are planned for this course, including:

- Lectures and discussions on relevant topics related to the course content (landscape ecology, ecosystems and plant communities, and sustainability);
- Design exercises reviewing ecological principles, biodiversity and sustainability, and their application to landscape design and planning;
- Invited guests from aligned professional fields lecturing on specific topics related to the course content;
- Assigned reading and research, completed in student's own time;
- Weekly short site visits (mainly on Thursdays during class time) to institutions, parks and gardens, and sites in Wellington where we can focus on learning and/or studying ecological processes, landforms and sustainable design solutions;
- One (1) major site visits (dates and times to be confirmed), focusing on particular primary vegetation landscapes (forest, wetlands, riverine and estuarine, coastal and marine);
- Individual reporting (up to 2 pages) on learning outcomes from the field trips (short and long visits);
- Two (2) course projects, focused on rehabilitating damaged ecosystems and plant communities, and urban biodiversity issues;
- Any other last minute content not specified on the schedule of sessions (e.g. blackboard, materials, etc.).

MANDATORY COURSE REQUIREMENTS

In order to pass the course, you must satisfy the following:

- Attend and present your project work at final reviews
- Achieve a grade of 'C' average for the course
- Attend the major field trip.

WORKLOAD

Attendance and participation is an important aspect of the learning process, and you are expected to attend all the lectures, tutorials, and field trips.

If extraordinary circumstances arise that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator as soon as possible.

You should expect to spend around 150 hours on this course, including both scheduled class time and independent study. Typically this involves around 10 hours per week during the 12 teaching weeks, with the balance during the mid-trimester break, study week and examination period.

ASSESSMENT

Note: Victoria's grading system has changed for Trimester 1 2014 with the introduction of a new C- grade.

The course is internally assessed by assignment work in the form of two (2) projects, report submission from short and long site visits, and class participation. Assignments are assessed and graded A+, A, A-, B+, B, B-, C+, C, C-, D, E, (where C- is a PASS). Grades only are issued to students. The final grade for the course is based on the aggregation of the percentage marks for each of the assignments, and a final grade of C- or better is required to pass the course.

NOTE: In order to ensure equity, hand-in dates cannot be modified. A hand-in date cannot be changed without permission from the Head of School.

To provide a comprehensive overview, a detailed description of the assignments, which contribute towards the final course grade follows:

Project 1: Study and rehabilitation of key native ecosystems	(6 Weeks: due 14 April)	40%
Project 2: Designing for urban biodiversity	(7 Weeks: due 05 June)	50%
Report submission and class participation		10%
Total	100%

The submission requirements and assessment criteria for the two (2) projects are as follows:

Project 1: *Study and rehabilitation of key native ecosystems* (40%)

Brief description: In groups of 4-5, students are asked to understand the facts, the issues and the importance of ecology by exploring the key native ecosystems present in Wellington's region such as forest, wetlands, riverine, estuarine, coastal and marine landscapes. Students are invited to observe, understand, analyse, and document the ecological and geomorphological characteristics and qualities of the site.

Another aim of the project is to study the existence of disturbance regimes, informed by site investigation, and propose design solutions to restore the native ecosystem. Our scheduled visits and engagement with local experts are crucial for students to collect specific knowledge.

At the end of this project, students must submit a final report containing:

- Description of the landform;
- Characterisation of the site's biophysical template (geology, geomorphology, hydrology, soils, etc.);
- Climate factors affecting the site;
- Ecological diversity and uniqueness of the site (including overview on native plants);
- Disturbance regimes noticed and potential design solutions to contain them and restore the ecosystem's balance.

Submission Requirements:

- Report must not exceed 20 pages and should have a clear structure (table of contents, introduction, body, conclusion, references);

- Reports must be submitted digitally and via hard copy;
- Students are encouraged to use analogue representation techniques (e.g. hand drawing) to capture the essence of the site;
- After submission, students are invited to present the results orally (check Schedule of Sessions for dates) where they will explain the achieved results and design proposals.

Assessment Criteria:

Project #1 Assessment Criteria	CLO(s)
Clarity and craft of the written report (follows systemic presentation of ideas) with clear evidence of research methodology	1-6
Depth and breadth of knowledge on landform, ecological principles and systems relevant to the site	1-6
Rigour of site analysis (multiple choice of tools and techniques)	1-6
Ability to form a position based on the site characteristics and design proposal related with the achieved results	1-6
Clear and appropriate graphic communication of report, mappings and assessment (including plan, sectional and perspective graphics and meaningful)	1-6

Project 2: *Designing for urban biodiversity* (50%)

Brief description: Urban habitats and species are sometimes disregarded in detriment of the ecological diversity of rural areas. However, biodiversity can be higher in urban spaces providing rich and diverse ranges of plants and animals, which often occur as unusual or unique communities. Urban green spaces provide a unique landscape that supports diversity and provides an ever-expanding human population with access to nature, increasing the quality of life of city dwellers.

On the last decade, several cities worldwide have been focused growing strategies on how to be more environmental sensitive. A set of new approaches dealing with urban storm-water (introducing rain-gardens, green roofs, open swales, detention ponds and using pervious surfaces) and native plant signature, has opened the horizons on how to design and work with nature, creating community environments that respect, conserve, and enhance natural processes.

In this project, students are invited to work in groups of two (2) at the community/district level in Wellington city. The project aims to analyse, identify opportunities and problems with current conditions in terms of natural, cultural and design features, then propose a new design vision that addresses requirements of biodiversity and low impact urban design and development (LIUDD). Our scheduled visits and engagement with local experts are crucial for students to collect specific knowledge.

Submission Requirements:

- Written report (max. 15 pages) and printed poster presentation in A0 format for pin-up;
- Poster must consist of a site plan and at least one section, one elevation and one perspective;
- Special attention will be given to design solutions addressing ecological and biophysical constrains of an area in Wellington city, following the principles of biodiversity and low impact urban design (LIUD).
- Written report and poster presentation must be submitted digitally and via hard copy.

Assessment Criteria:

Project #2 Assessment Criteria	CLO(s)
Site analysis techniques (multiple tools and techniques) and research quality (report actively uses external peer reviewed literature and text materials)	1-6
Design and physical articulation of intent with ecological principles	1-6
Coherent representation techniques (analogue and digital) spatially relevant and to scale	1-6
Understanding of landscape architectural conventions (plans, sections, elevations, perspectives and 3D models), which identify relationships between land use types	1-6
Design quality and communication (oral, written and visual) coherence, illustrating the human experience of the district/neighbourhood.	1-6

Report submission and class participation (10%)

Submission Requirements:

- Short reports (max 2 pages) for all short and long site visits, challenging students to develop skills in mapping, research analysis, and design.
- Student engagement with lectures, site visits and course assignments as well as eagerness in learning and collect information.
- Reports must be submitted digitally one week after the visit.

Assessment Criteria:

Assessment Criteria	CLO(s)
Understanding of basic concepts and terminology of landscape ecology and natural systems	1
Synthesize knowledge on general ecological processes and their interactions with and within the landscape	2
Achieve a working knowledge on key native ecosystems and plant communities	3
Identify and understand landforms, landscape patterns and structures	4
Engagement with the course topics and eagerness in learning and collect information	1-6

The School has a long tradition of providing *critical review* of student work as it progresses especially in design projects. This is a part of feedback for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from *assessment*. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are often composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently late work will not receive a critical review, though it will be assessed subject to any penalties as set out below.

Critical Review: May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.

Assessment: May take place at a stage in a project or on final submission (or both). Its purpose is to assess the work in terms of the objectives stated in the hand-out and to express this as a grade. Moderation of all assessment in design is undertaken at the end of the Trimester after critical reviews, involving a wider group of staff than the immediate lectures in the course. This process ensures fairness.

All grades posted during this course are only provisional results until confirmed by the School Examiners Committee, which meets after the examination period.

SUBMISSION AND RETURN OF WORK

All work submitted for assessment must be accompanied by an ASSESSMENT DECLARATION FORM.

You are responsible for ensuring your work is submitted on time and in the required format.

Except for work submitted after the deadline, all hand-ins must be submitted to the Hand-in folder on the R-Drive. This is a School of Architecture requirement to ensure that student work is appropriately archived.

Work submitted late must be submitted to the Course Coordinator.

Late submissions will be penalised as set out below, unless an extension is approved by the Course Coordinator.

EXTENSIONS

In the event of illness or other extraordinary circumstances that prevent you from submitting and/or presenting a piece of work on time, or that you feel adversely affect the quality of the work you submit, it is important that you discuss

your circumstances with the Course Coordinator as soon as possible so that appropriate arrangements may be made. If possible, you should complete an Application for Extension form (available from the Faculty Office) for the Course Coordinator to approve before the hand-in date. You will also need to provide suitable evidence of your illness or other circumstances. In an emergency, or if you are unable to contact the Course Coordinator, you should advise the Faculty Office of your situation.

PENALTIES

For work that arrives late without an approved extension, the following penalty will be applied: 5% immediately, then 5% for every subsequent 24 hours including weekends.

REQUIRED MATERIALS AND EQUIPMENT

Students will need to provide all materials and equipment as necessary for the completion of required work. That might include at least (but not only):

- 1) sketchbook or sketchpad;
- 2) pencils – both soft sketching and harder drafting types and erasers;
- 3) thick and fine point black felts;
- 4) colourful markers, pencils, pastels and pens for rendering;
- 5) roll tracing paper;
- 6) any other materials necessary for project design.

If students have access to a smartphone or tablet, there is a diversity of apps, which will assist on site analysis, mapping, and design. Check the following link for details: <http://brunalab.org/apps/>

It is recommended that you have your own laptop although computer facilities are available at the School. If you are purchasing a laptop and would like information on the minimum requirements please contact the Student Administration Office. While digital cameras are available at the school, it is also recommended that students consider purchasing a simple digital camera (3.2mpxl minimum).

Note: The Student Loan, administered by StudyLink, allows students to claim up to \$1000 for course related costs for each year of study.

SET TEXTS

Set of texts, reading materials and project briefs for this course will be provided at the beginning of each project work via email in a digital format (mostly PDF). Will also be uploaded to the course's folder at the R Drive.

Students will be responsible to print hand-outs and bring it to the lectures/tutorials/field trips.

Additional materials needed for the normal functioning of the course will be distributed via email or blackboard.

These lists are only a guide to the reading you are expected to do in relation to the course. The SOAD library has an extensive selection of books and journals related to Architecture, Landscape Architecture, Interior Architecture and Building Science. You are encouraged to read widely and across disciplines (see recommended reading below).

RECOMMENDED READING

List of recommended books for this course:

Dawson, John; Lucas, Rob (2000). *Nature guide to the New Zealand forest*. Godwit. ISBN 978-1869620554

Bell, Simon (2012). *Landscape: pattern, perception and process*. Routledge. ISBN 978-0415608378

Bymes, Giselle (2001). *Boundary Markers: land surveying and the colonisation of New Zealand*. Bridget Williams Books. ISBN 978-1877242908.

Campbell, Hamish; Hicks, Geoff (1998). *Awesome forces: the natural hazards that threaten New Zealand*. Te Papa Press. ISBN 978-1877385872.

Campbell, Hamish; Hutching, Gerard (2007). *In search of ancient New Zealand*. Penguin books. ISBN 978-0143206170.

Condon, Patrick M. (2010). *Seven rules for sustainable communities: design strategies for the post carbon world*. Island Press. ISBN 978-1597266659.

Corner, James (1999). *Recovering landscape: essays in contemporary landscape architecture*. Princeton Architectural Press. ISBN 978-1568981796.

Corner, James; Lean, Alex Mac (1996). *Taking measures across the American landscape*. Yale University Press. ISBN 978-0300086966.

Cunha, Dilip da; Anuradha, Mathur (2001). *Mississippi floods: designing a shifting landscape*. Yale University Press. ISBN 978-0300084306.

Dramstad, Wenche; Olson, James D.; Forman, Richard TT (1996). *Landscape ecology principles in Landscape Architecture and Land-Use Planning*. Island Press. ISBN 978-1559635141.

Forman, Richard T (1995). *Land mosaics: the ecology of landscapes and regions*. Cambridge University Press. ISBN 978-0521479806

Gabites, Isobel (1993). *Wellington's living cloak: a guide to the natural plant communities*. Victoria University Press. ISBN 978-0864732507.

Gibbs, George (2006). *Ghosts of Gondwana: the history of life in New Zealand*. Craig Potton Publishing. ISBN 978-1877333484.

Kawharu, Merata (2002). *Whenua: managing our resources*. Reed Books. ISBN 978-0790008585.

Lynch, Kevin; Hack, Gary (1984). *Site Planning*. MIT Press. ISBN 978-0262121064.

Marsh, William (2010). *Landscape Planning: environmental applications*. Wiley Publishers. ISBN 978-0470570814.

McHarg, Ian (1995). *Design with nature*. John Wiley and Sons Press. ISBN 978-0471114604.

Nassauer, Joan Iverson (1997). *Placing nature, culture and landscape ecology*. Island Press. ISBN 978-1559635592.

Park, Geoff (1995). *Nga Uruora/the groves of life: ecology and history in a New Zealand landscape*. Victoria University Press. ISBN 978-0864732910.

Park, Geoff (2007). *Theatre Country: essays on landscape and whenua*. Victoria University Press. ISBN 978-0864734570.

Stevens, Graeme (1975). *Rugged landscape: geology of central New Zealand*. Reed (A.H.&A.W.). ISBN 978-0589007621.

Turner, Monica; Gardner, Robert; O'Neill, Robert (2003). *Landscape ecology in theory and practice: pattern and process*. Springer. ISBN 978-0387951232

Recommended websites:

Geology of Wellington area

<http://www.gns.cri.nz/content/download/5606/30617/file/Wellington>

Great Wellington GIS Viewer

<http://mapping.gw.govt.nz/gwrc/>

Land Information New Zealand

<http://www.linz.govt.nz/index.aspx>

Greater Wellington Regional Council – Ecological zones, key native ecosystems and biodiversity

<http://www.gw.govt.nz/ecological-zones-of-the-wellington-region/>

SCHEDULE OF SESSIONS

Week Month	Day	Date	Item	Location	Time	Comments
Week 9 February	M	24				Orientation Week
	TU	25				
	W	26				
	TH	27				
	F	28				
Week 10 March	M	3	Session 1 Introductory notes What is landscape ecology?			Trimester 1 Begins Lecture Project #1 brief
	TU	4				
	W	5				
	TH	6	Session 2			Visit to Central Park
	F	7				
Week 11 March	M	10	Session 3 Landscape: structure, function, content, scale, and context.			Lecture
	TU	11				
	W	12				
	TH	13	Session 4	TBC	TBC	Site Visit TBC
	F	14				<i>This is the last date that you can withdraw with a full fees refund</i> Lecture
Week 12 March	M	17	Session 5 Physical template. Types of landforms.			Lecture
	TU	18				
	W	19				
	TH	20	Session 6	TBC	TBC	Site Visit TBC
	F	21				
Week 13 March	M	24	Session 7			Site Visit TBC
	TU	25				
	W	26				
	TH	27	Session 8			Site Visit TBC
	F	28				
Week 14 March/ April	M	31	Session 9 Biotic processes & disturbance regimes.			Lecture
	TU	1				
	W	2				
	TH	3	Session 10	TBC	TBC	Site Visit TBC
	F	4				

Week 15 April	M	7	Session 11			Site Visit TBC
	TU	8				
	W	9				
	TH	10	Session 12			Tutorial for Project #1
	F	11				
Week 16 April	M	14	Session 13			Lecture Submission of Project #1
	TU	15				
	W	16				
	TH	17	Session 14			Review of Project #1 Project #2 brief
F	18				Good Friday – holiday	
Week 17 April	M	21				Easter Monday – holiday Mid-Trimester Break
	TU	22				Easter Tuesday – VUW holiday
	W	23				
	TH	24				
	F	25				Anzac Day – holiday
Week 18 April/ May	M	28				
	TU	29				
	W	30				
	TH	1				
F	2					
Week 19 May	M	5	Session 15 Urban biodiversity: concepts and design			Lecture
	TU	6				
	W	7				
	TH	8	Session 16	TBC	TBC	Site Visit TBC
F	9					
Week 20 May	M	12	Session 17	TBA	TBA	Invited Guest
	TU	13				
	W	14				
	TH	15	Session 18	TBC	TBC	Site Visit TBC
	F	16				<i>After this date the Associate Dean's approval is required for withdrawals from Trimester 1 courses.</i>
Week 21 May	M	19	Session 19			Tutorial for final project #3
	TU	20				
	W	21				
	TH	22	Session 20			Interim assessment of final project #2
F	23					
Week 22 May	M	26	Session 21			Tutorial for final project #3
	TU	27				
	W	28				
	TH	29	Session 22			
F	30					
Week 23 June	M	2				Queen's Birthday – holiday
	TU	3				
	W	4				
	TH	5	Session 23			Project #2 submission and review
F	6					
Week 24 June	M	9				Study/Examination Period
	TU	10				
	W	11				

	TH	12				
	F	13				Examination Period begins
Week 25 June	M	16				
	TU	17				
	W	18				
	TH	19				
	F	20				
Week 26 June	M	23				
	TU	24				
	W	25				
	TH	26				
	F	27				
Week 27 June/July	M	30				
	TU	1				
	W	2				Examination Period ends
	TH	3				Mid-year Break begins
	F	4				

CLASS REPRESENTATIVES

The Faculty of Architecture and Design operates a system of Class Representatives in 100-level courses, and Year Representatives in each of the professional disciplines. Student Representatives are elected during a class session in the first week of teaching. All Student Representatives will be listed on the STUDiO notice board in the Atrium, and the relevant Representatives are also listed on studio notice boards. Student Representatives have a role in liaising between staff and students to represent the interests of students to the academic staff, and also in providing students with a communication channel to STUDiO and the Student Representation organiser.

Class Rep name and contact details:

STUDENT FEEDBACK

The Course Coordinator will discuss feedback from previous students at an appropriate time during the course.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Aegrotats: www.victoria.ac.nz/home/about/avcacademic/publications2#aegrotats
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- Faculty Current Students site: www.victoria.ac.nz/fad/faculty-administration/current-students
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter

- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz



FACULTY OF ARCHITECTURE & DESIGN
Te Wahanga Waihanga-Hoahoa

Work Submitted for Assessment

Declaration Form

Student's full name :

Course :

Assignment/project :
(number and title)

Date submitted :

Refer to the information on Academic Integrity, Plagiarism and Copyright on the back of this form.

I confirm that:

I have read and understood the University's information on academic integrity and plagiarism contained at [http: www.victoria.ac.nz/home/study/plagiarism](http://www.victoria.ac.nz/home/study/plagiarism) and outlined below:

- I have read and understood the general principles of copyright law as set out below:
- This project/assignment is entirely the result of my own work except where clearly acknowledged otherwise:
- Any use of material created by someone else is permitted by the copyright owner.

Signed:

Date:

Academic Integrity, Plagiarism and Copyright

ACADEMIC INTEGRITY

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. University staff and students are expected to treat academic, intellectual or creative work that has been done by other people with respect at all times. Victoria University's reputation for academic integrity adds value to your qualification.

Academic integrity is simply about being honest when you submit your academic work for assessment

- You must acknowledge any ideas and assistance you have had from other people.
- You must fully reference the source of those ideas and assistance.
- You must make clear which parts of the work you are submitting are based on other people's work.
- You must not lie about whose ideas you are submitting.
- When using work created by others either as a basis for your own work, or as an element within your own work, you must comply with copyright law

Summarised from information on the University's Integrity and Plagiarism website:

www.victoria.ac.nz/home/study/plagiarism

PLAGIARISM

The University defines plagiarism as 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 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

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

www.victoria.ac.nz/home/study/plagiarism

COPYRIGHT

Copyright law regulates the use of the work of an author, artist, designer or other creator.

- Copyright applies to created work including designs, music, computer programs, artistic and literary work.
- The work can be in printed, digital, audio, video or other formats.
- Normally the author or creator of a work owns the copyright for their lifetime and for 50 years after their death, (although sometimes someone other than the creator of a work owns the copyright to the work, such as the creator's employer, or a person who commissions the creator's work).
- You must have permission from the copyright owner to copy, alter, display, distribute or otherwise use created work.
- If the creator has applied a Creative Commons licence to a work, this permits others to use the work but only in accordance with that licence.

Further information on copyright is available on the Victoria University website:

<http://library.victoria.ac.nz/library/about/policies/copyright.html>