



2016

Trimester 1

COURSE OUTLINE

LAND 221

Landscape Architecture Sites and Systems

GENERAL

Trimester 1; 15 points

ASSESSMENT

100% internal by assignment

Note: Any hand-in dates scheduled in the exam period are tentative until the official exam timetable is available.

CLASS TIMES AND LOCATIONS

LECTURES:	Tuesdays	14:40 – 16:30	Room: LT1
COMPUTER LABS:	Tuesdays	14:40 – 16:30	Room: VS 3.22
STUDIO & TUTORIALS:	Thursdays	14:40 – 16:30	Room: VS 2.36

COORDINATOR

Coordinator

Name: Bruno Marques

Room: VS 2.27A

Phone: 04 463 4718

Office Hours: Tuesdays and Thursdays, 10:00 to 12:00 or by email appointment

Email: bruno.marques@vuw.ac.nz

Tutor details will be provided at start of the course.

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 at 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, botany, 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.

The content of this course will aid students to understand that landscapes are composed of numerous physical, cultural, social, political and ecological constituents, processes and systems. The combination of lectures, tutorials, site visits and field trips will allow students to understand the importance of ecosystem processes, characteristics of landscape patterns and dynamics, plant material, and the consequences of these factors on the environments we examine in the discipline of landscape architecture. 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 knowledge to formulate questions related to ecological processes in urban, peri-urban, and natural areas and how they shape our landscapes. 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.

COURSE LEARNING OBJECTIVES

Students who pass this course should be able to:

- 1: Identify and describe the basic components and terminology of landscape ecology, botany and natural systems, including native ecosystems, plant communities and vegetal species.
- 2: Identify and interpret landforms, landscape patterns and structures, and their changes over time.
- 3: Synthesise information on general ecological processes and their interactions to spatially represent a planting concept based on the use of landscape ecology principles.
- 4: Gain knowledge 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/or seminars on relevant topics related to the course content (landscape ecology, botany, native ecosystems, plant communities and sustainability);
- 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;
- Short site visits during class time to ecologically significant parks and gardens in Wellington focusing on learning and/or studying ecological processes, landforms, plant material and sustainable design solutions;
- A field trip (date and times to be confirmed), focusing on a particular New Zealand's native ecosystems;
- Any other last minute content not specified on the schedule of sessions (e.g. blackboard, materials, etc.).

The course will involve group work. Some part of the group work will be assessed individually while other part will be group assessed. The group assessment complies with the maximum of 15% of the final grade as specified in the Assessment Handbook.

MANDATORY COURSE REQUIREMENTS

MCR's are requirements, in addition to achieving a pass grade, that students must meet in order to pass a course. The mandatory course requirements for this course are as follows:

1. Students must attend at least six of eight studio tutorials in order to have the opportunity to develop oral communication and gain knowledge on landscape ecology, botany and native ecosystems as per defined on the CLOs 1, 2 and 3. A roll will be kept.
2. Students must obtain at least 40% for each assignment worth more than 10% in order to demonstrate the achievement of all the CLOs of the course.

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

WORKLOAD

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

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. **Please note that it is expected that you will be working during mid-trimester breaks on your assignments.**

Students with course timetable clashes are responsible for discussing these with their Course Coordinators. Students who then choose to remain enrolled in such courses must recognise that it is their sole responsibility to seek information from peers, Blackboard and other sources, and catch up on course material they may miss because of clashes.

ASSESSMENT

All work submitted for this course must be original and developed for this course only, unless prior approval is gained from the course coordinator to further develop existing work from previous or concurrent courses.

The course is internally assessed by assignment work in the form of 4 projects. 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: Report	(3 Weeks: due 18 March)	....	15%
Project 2: GIS Mapping	(7 Weeks: due 06 May)	....	25%
Project 3: Herbarium	(12 Weeks: due 3 June)	....	30%
Project 4: Project integration	(5 Weeks: due 10 June)TBC	....	30%
Total		....	100%

The submission requirements and assessment criteria for the 4 (four) projects are as follows:

Project 1: (15%)

Brief description: In groups of 4-5, students are asked to comprehend the facts, issues and the importance of ecology by exploring 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.

Submission Requirements:

- Requirements as specified within each project brief
- All assignment submissions are to be done on R-Drive on specific folders **before 8:00pm on 18 March**
- Files are to be submitted on the following format: LastName.FirstName.PDF (e.g. Marques.Bruno.PDF) no bigger than 100MB
- For due dates, please check the Schedule of Sessions

Assessment Criteria:

Assessment Criteria	CLO(s)
Depth and breadth of knowledge on landforms and landscape patterns relevant to the site	1-2
Ability to interpret native ecosystems and processes present at the site	1-2
Rigour of site analysis (multiple choice of tools and techniques)	3
Ability to form a position based on the biophysical template of the site	1-3
Clarity and craft of the written report (follows systemic presentation of ideas), graphics and visual presentation	4

Project 2: (25%=10%+15%)

Brief description: This assignment aims at analysing Pencarrow Lakes, which offers the possibility of studying several interacting ecosystems with a related landscape pattern and ecological processes in a large scale. The study will generate rigorous analytical maps by using GIS as a tool to produce a clear portfolio of native plants and to understand how they relate to a specific biophysical and geomorphological template.

Submission Requirements:

- Requirements as specified within each project brief

- All assignment submissions are to be done on R-Drive on specific folders **before 8:00pm. Part 1 is due on 8 April (10%) while Part 2 is due on 6 May (15%)**
- Files are to be submitted on the following format: LastName.FirstName.PDF (e.g. Marques.Bruno.PDF) no bigger than 100MB
- For due dates, please check the Schedule of Sessions

Assessment Criteria:

Project 2 Assessment Criteria	CLO(s)
Understanding and interpretation of site ecosystems and processes	1-2
Understanding and mapping of native plants	1-2
Ability to use, represent and communicate analysis using GIS as a tool	3-4
Basic understanding of different scales and its purposes	3-4

Project 3: (30%)

Brief description:

Submission Requirements: The purpose of this assignment is to build the student's knowledge of plants and their application to the practice of Landscape Architecture. This assignment will comprise 300+ plants that will be compiled throughout the trimester.

- Requirements as specified within each project brief
- All assignment submissions are to be done on R-Drive on specific folders **before 8:00pm on 3 June**
- Files are to be submitted on the following format: LastName.FirstName.PDF (e.g. Marques.Bruno.PDF) no bigger than 100MB
- For due dates, please check the Schedule of Sessions

Assessment Criteria:

Project 3 Assessment Criteria	CLO(s)
Wide range, deep probing research	1-2-3
Skill of critical analysis on identifying and integrating plants in landscape architecture	1-3
Explain and explore an understanding of botany including environmental and ecological contribution in landscape architecture	3
Elegance and sophisticated use of verbal and visual communication techniques	4

Project 4: (30%)

Brief description: Students will be developing a planting plan based on LAND211 project site, which must include the vegetal composition and structures. It is expected that students will apply the knowledge obtained from lectures, field trips and exercises developed throughout this course to create industry-specific planting plans and documentation to ably communicate design intent around existing and potential urban ecologies.

Submission Requirements:

- Requirements as specified within each project brief
- All assignment submissions are to be done on R-Drive on specific folders **before 8:00pm on 10 June**
- Files are to be submitted on the following format: LastName.FirstName.PDF (e.g. Marques.Bruno.PDF) no bigger than 100MB
- For due dates, please check the Schedule of Sessions

Assessment Criteria:

Project 4 Assessment Criteria	CLO(s)
Quality of the idea in terms of plant composition and space quality	1-2-3
Implementation of concepts and techniques	1-2-3
Ability to improve the public realm design through planting	1-2
Ability to represent and communicate ideas	3-4

The submission requirements and assessment criteria for the projects will be provided with individual project briefs.

The School has a long tradition of providing *critical review* of student work as it progresses especially in design projects. For further information, please refer to the website below

Critical Review: www.victoria.ac.nz/fad/faculty-administration/current-students/faqs#criticalreview

All grades posted during this course are only provisional results until entered on your student record in Banner.

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.

The lecturer will decide and specify in a project brief if presentations will be hardcopy (unaltered copies of the digital work submitted) or not. Where a hardcopy is required, students must bring this to the presentation. Students need to plan printing to be ready before presentations as they will be expected to attend the whole presentation.

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 must 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.

Failure to back-up your assignment work on your computer is not grounds for an extension.

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 assignments.

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

None

RECOMMENDED READING

All books will be available for 3-day loan at the school's library:

Dawson, John; Lucas, Rob (2000). *Nature guide to the New Zealand forest*. Godwit. I

Bell, Simon (2012). *Landscape: pattern, perception and process*. Routledge.

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

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

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

Corner, James (1999). *Recovering landscape: essays in contemporary landscape architecture*. Princeton Architectural
Dramstad, Wenche; Olson, James D.; Forman, Richard TT (1996). *Landscape ecology principles in Landscape Architecture and Land-Use Planning*. Island Press.

Dunnet, Nigel; Hitchmough, James (eds) (2004). *The dynamic landscape. Design, ecology and management of naturalistic urban planting*. Spon Press

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

Forman, Richard T (2014). *Urban ecology: science of cities*. Cambridge University Press

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

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

Kawharu, Merata (2002). *Whenua: managing our resources*. Reed Books.

Lynch, Kevin; Hack, Gary (1984). *Site Planning*. MIT Press.

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

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

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

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

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

Recommended websites:

Flora New Zealand

<http://www.nzflora.info>

New Zealand plant conservation network

<http://www.nzpcn.org.nz>

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/>

Greater Wellington Regional Council – Environmental monitoring and data

<http://graphs.gw.govt.nz>

Wellington City – Biodiversity action plan

<http://wellington.govt.nz/your-council/plans-policies-and-bylaws/policies/biodiversity-action-plan>

SCHEDULE OF SESSIONS

Week Month	Day	Date	Item	Location	Time	Comments
Week 8 February	M	22				Orientation Week
	TU	23				
	W	24				
	TH	25				
	F	26				
Week 9 Feb/March	M	29				Trimester 1 Begins
	TU	1	Introduction	LT1	14:40-16:30	Introduction to the course What is landscape ecology?
	W	2				
	TH	3	Lecture 1	VS2.36	14:40-16:30	Landscape: structure, function, content, scale and context
	F	4				
Week 10 March	M	7				
	TU	8	Lecture 2	LT1	14:40-16:30	Physical template: types of landforms
	W	9				
	TH	10	Site visit 1		14:40-16:30	Botanic Gardens or Otari Wilton's Bush
	F	11				This is the last date that you can withdraw with a full fees refund
Week 11 March	M	14				
	TU	15	GIS tutorial 1	VS3.22	14:40-16:30	Introduction to GIS and tools
	W	16				
	TH	17	Studio tutorial 1	VS2.36	14:40-16:30	
	F	18				Hand in Project 1 – 15% (group work) R- Drive before 8pm
Week 12 March	M	21				
	TU	22	GIS tutorial 2	VS3.22	14:40-16:30	
	W	23	Field trip		All day	Pencarrow Lakes: Philip Smith Hamish Campbell Mark McAlpine
	TH	24				
	F	25				Good Friday – Public Holiday
Week 13 March/ April	M	28				Easter Monday – Public Holiday
	TU	29				University Holiday
	W	30				
	TH	31	Lecture 4	VS2.36	14:40-16:30	Trimester 1 resumes Principles of botany
	F	1				
Week 14 April	M	4				
	TU	5	GIS tutorial 3	VS3.22	14:40-16:30	
	W	6				
	TH	7	Studio tutorial 2	VS2.36	14:40-16:30	
	F	8				Hand-in P2 / Part 1 – 10% R-Drive before 8pm
Week 15 April	M	11				
	TU	12	Site visit 2		14:40-16:30	Botanic Gardens or Otari Wilton's Bush
	W	13				
	TH	14	Lecture 5	VS2.36	14:40-16:30	Invited guest lecturer: Philip Smith
	F	15				
Week 16 April	M	18				
	TU	19	Studio tutorial 3	VS3.22	14:40-16:30	
	W	20				
	TH	21	Lecture 6	VS2.36	14:40-16:30	Invited guest lecturer: Philip Smith
	F	22				
Week 17 April/May	M	25				Anzac Day Observed – Public holiday
	TU	26				Mid Trimester Break starts
	W	27				
	TH	28				
	F	29				Mid Trimester Break ends
Week 18	M	2				

May		TU	3	Lecture 7	LT1	14:40-16:30	<i>Biotic processes and disturbance regimes</i>
		W	4				
		TH	5	Studio tutorial 4	VS2.36	14:40-16:30	
		F	6				Hand-in P2 / Part 2 – 15% R-Drive before 8pm
Week 19 May	Module 4: Project Integration (with LAND211)	M	9				
		TU	10	Lecture 8	LT1	14:40-16:30	<i>Rural vs Urban Landscapes – a study on biodiversity</i>
		W	11				
		TH	12	Studio tutorial 5	VS2.36	14:40-16:30	
		F	13				After this date the Associate Dean's approval is required for withdrawals from Trimester 1 courses.
Week 20 May		M	16				
		TU	17	Lecture 9	LT1	14:40-16:30	<i>Low Impact Urban Design and Development (LIUDD)</i>
		W	18				
		TH	19	Studio tutorial 6	VS2.36	14:40-16:30	
		F	20				
Week 21 May		M	23				
		TU	24	Lecture 10	LT1	14:40-16:30	
		W	25				
		TH	26	Studio tutorial 7	VS2.36	14:40-16:30	
Week 22 June		F	27				
	M	30					
	TU	31	Lecture 11	LT1	14:40-16:30		
	W	1					
	TH	2	Studio tutorial 8	VS2.36	14:40-16:30		
Week 23 June	F	3				Hand-in Project 3 – 30% R-Drive before 8pm Hard-copy – Box on VS2.27A	
	M	6				Queen's Birthday – Public Holiday	
	TU	7				Study Period	
	W	8					
	TH	9					
Week 24 June	F	10			TBC	Mid-year Examinations begin Hand-in Project 4 – 30% (with LAND211) R-Drive before 8pm [date to be confirmed]	
	M	13					
	TU	14					
	W	15					
	TH	16					
Week 25 June	F	17					
	M	20					
	TU	21					
	W	22					
	TH	23					
Week 26 June/July	F	24					
	M	27					
	TU	28					
	W	29					
	TH	30				Mid-year Examinations end	
Week 27 July	F	1				Mid-year break begins	
	M	4					
	TU	5					
	W	6					
	TH	7					
	F	8					

Week 28 July	M	11					Trimester 2 begins
	TU	12					
	W	13					
	TH	14					
	F	15					

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 STUDIiO 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 STUDIiO and the Student Representation organiser.

Class Rep name and contact details:

STUDENT FEEDBACK

In previous academic years, students have found lectures, site visits, field trips and class discussions very beneficial. Some students have suggested less site visits focusing only in two to three important sites and less exercises. The Course Coordinator took these comments into account by focusing only in two site visits and reformulating the assessment and subsequently reducing the quantity of exercises. 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:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Academic Progress: <http://www.victoria.ac.nz/students/study/progress/academic-progress> (including restrictions and non-engagement)
- Dates and deadlines: <http://www.victoria.ac.nz/students/study/dates>
- Faculty Current Students site: www.victoria.ac.nz/fad/faculty-administration/current-students
- Grades: <http://www.victoria.ac.nz/students/study/progress/grades>
- Special passes: Refer to the *Assessment Handbook*, at <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>
- Statutes and policies including the Student Conduct Statute: <http://www.victoria.ac.nz/about/governance/strategy>
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Terms and Conditions: <http://www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract>
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- 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>