



# 2016

## Trimester 1

### COURSE OUTLINE

## LAND311

### Landscape Architecture Design

#### GENERAL

Trimester 1; 15 points

#### ASSESSMENT

100% internal by assignment.

#### CLASS TIMES AND LOCATIONS

Studio:	Tuesday	14.40pm –17:30pm	Room: VS2.36
Studio:	Friday	14.40pm –17:30pm	Room: VS2.36

#### COORDINATOR

**Name:** Peter Connolly  
**Room:** 2.29  
**Phone:** 021 882 876  
**Office Hours:** *Peter will stay behind after studio sessions to discuss any issues you may have.....or else make an appointment. Wednesdays, 16.40-17.30pm is best.*  
**Email:** [peter.connolly@vuw.ac.nz](mailto:peter.connolly@vuw.ac.nz)

**Name:** Hannah Hopewell  
**Email:** [hannah.hopewell@aut.ac.nz](mailto:hannah.hopewell@aut.ac.nz)

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**Email:** [shaun.rosier@gmail.com](mailto:shaun.rosier@gmail.com)

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

This studio-based course is concerned with the planning and design of new and existing urban settlements. The city will be investigated at multiple scales from its regional context to the fine grained scale of specific urban components. Students will learn how design interventions impact on complex urban systems and how to design for and manage those implications over time.

## COURSE CONTENT

This course introduces students to complex urban landscape problems. It places great emphasis on the whole practice, art and challenge of such investigations. It will start with little knowledge of a particular situation and proceeds to develop ways to engage with the emerging problem. Central to this, students will be introduced to the emerging practice of engaging with 'what landscapes do', landscape 'affects'. The student's grasp of the situation, their analytical engagement with what landscape 'does', and their ability to draw these together and restructure and design urban situations will be the foci of the investigation.

## COURSE LEARNING OBJECTIVES

Students who pass this course should be able to:

- 1: Analyse a complex urban situation in a way relevant to a design outcome.
- 2: Engage with how urban landscapes function (forms of 'public life') in ways relevant to a design outcome.
- 3: Produce a design outcome with the potential to make a difference to a situation.
- 4: Communicate their design investigation in a manner that makes sense of the outcome and communicates to the relevant stakeholders.
- 5: Work successfully individually and with others.

## GRADUATE SKILLS

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

## TEACHING FORMAT

This studio will employ a real-world project-based design approach.

Most studio sessions will be conducted in a studio format, involving: desk critiques, informal and formal presentations, workshops & charrettes, lectures, seminars and discussions.

The studio will place significant emphasis on field work, both as a studio and individually.

There will be a 2 day fieldtrip to the site on the first weekend of the trimester, Saturday and Sunday, 9am-4pm each day. Not overnight. If this might be an issue then you need to speak to the coordinator asap. Beyond this students will be expected to visit the site in their own time, according to the relevant brief. The effectiveness of what students achieve when they are on site is of paramount importance to their work and the work of the studio. There will also be fieldwork to other locations.

Significant emphasis, especially in the first half of the studio, will be on whole-studio and group work and understandings, discussions and presentations. These will be important for the sharing and development of techniques and for a shared and sophisticated understanding of the urban problem being investigated. The latter parts of the studio will involve more individualised attention. The first 7 weeks of the studio will involve students working in groups of two. For the last five weeks students will split off from their groups and develop their own strategies and design work on the basis of, or departure from, what was produced and discovered in the group work.

It is expected that students generously share information and opinions and to contribute to the studio as a whole operating as something of a joint problem solving venture and design research laboratory. Students should expect that the studio as a whole and each project and student will be experimenting with ways to approach an urban problem and ways of understanding landscapes.

The studio group will likely be presenting work-in-progress, and design ideas to the key stakeholders, via a presentation and/or public exhibition in Lower Hutt, at times to be arranged.

50% of the work will be group work.

15% of the work will be group assessed.

## WORKLOAD

Students 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 twelve teaching weeks, with the balance during the mid trimester break, study week, and examination period.

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.

## GENERAL STUDIO EXPECTATIONS

- Discuss your project (this includes presentations) progress **with your tutor twice a week** and the **Course Coordinator at least weekly** (requires records to be kept).
- Attend and play an **active role in all individual presentations** by your fellow students.
- Read and actively **participate in discussions of any readings** handed out.
- Take an **active role in studio discussions**.
- Be **open and share research findings** with fellow studio participants - and studio-relevant things that you think might be valuable to others.
- This studio places a great deal of importance on **learning from what other students say and present and from discussion of other student's work**. It will be expected that students are actively listening, participating and learning from such work (not just 'turning off' when others are presenting.)
- Contribute to the successful operation of the studio as a whole. A project oriented studio requires inputs from the whole studio. Such contributions **include a share of activities and tasks beyond assessed and mandatory requirements** i.e. taking notes at presentations, audio recording, organising refreshments, organising GIS / baseplans, cleaning up, production of a simple publication or web-publishing...etc. As much as possible the coordinator will try to make sure such tasks are distributed evenly.

- Prepare a **set of drawings for public exhibition**, if there is one, to a format to be specified. Reformatting may be required.
- **Helping instal, staff and pull down the the public exhibition** after the final presentation.
- **Help organise** field trips, meetings with stakeholders and camps.
- **Contribute work to any publication or web-output** (if these are to be produced).
- Communicate with the coordinator about **any issues you may be having** that might impact on your studies - *as soon as you become aware of them* – and he will attempt to help you resolve them.
- Communicate **in advance** to the coordinator if you will be late or not attending a session.
- This is a **project-oriented studio investigation and hence cannot be laid out in detail from the beginning** – it is structured to allow the studio to shift to suit the emerging circumstances. Any proposed changes to the main dates will require student agreement. Students should expect that the programme may change.
- The **extensive fieldwork in this class means that safety of students on site may become an issue unless we take precautions**. Do not work alone. A mobile phone is essential. Do not visit places where you feel uncomfortable. Discuss any such issues as they arise with the coordinator.
- Students should be aware that feedback given at presentations and desk critiques is just as important as formal feedback.

## 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 6 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 an overview, a description of the assignments which contribute towards the final course grade follows:

Assessment items	Length	Due	%	CLO's	
1	The Situation	2 weeks	Thursday 10 March, 10pm to R drive folder	10	1,2,5
2	Fieldwork	2 weeks	Monday 21 March 10pm to R drive folder	10	2,5
3	Restructure download / Urban Analysis	2 weeks	Monday 4 April 10pm to R drive folder	15	1,2,3,4,5
4	Group Restructure	2.5 weeks	Thursday 21 April 10pm to R drive folder	25	1,2,3,4,5
5	Interim Individual Scheme	5 weeks	Pinned up at presentation 27 May	10	1,2,3,4,5
6	Final Individual Scheme	2.5 weeks	Tuesday 14 June 10pm to R drive folder (tbc)	30	1,2,3,4,5

<b>Project 1:</b> The Situation	2 Weeks: due 10 March	10%
<b>Project 2:</b> Fieldwork	2 Weeks: due 21 March	10%
<b>Project 3:</b> Restruct./Urban Anal.	2 Weeks: due 4 April	15%
<b>Project 4:</b> Group Restructure	2.5 Weeks: due 21 April	25%
<b>Project 5:</b> Interim Indiv. Scheme	2.5 Weeks: due 27 May	10%
<b>Project 6:</b> Final Indiv. Scheme	2.5 Weeks: due 14 June (tbc)	30%
Total		100%

The submission requirements (more detailed requirements will be provided for each project) and assessment criteria for the 6 projects are as follows:

**Project 1: *The Situation* (10%)**

**Brief description:** Students will be expected to develop an account of the 'situation' (the problem) through analysis and consideration of briefings, review of relevant documents, and initial fieldwork – and clearly present this to the class.

**Submission Requirements:**

- Digital copy submitted Thursday 10 March, 10pm to R drive folder
- Pinned up & presented during studio.
- Group work in pairs, Individually assessed.

<b>Project 1 Assessment Criteria</b>	<b>CLO(s)</b>
Ability to understand site & study area factors of the design problem experienced or sensed on site, including elaborating on hunches and perceptions.	1,2,5
Ability to extract key relevant understandings of site, study area and situation of the design problem via analysis of relevant documents, briefings and presentations.	1,2,5
Ability to draw all of this together as an account of the situation, which has a sense of forward directed encapsulated ambition.	1,2,5

**Project 2: *Fieldwork* (10%)**

**Brief description:** Understanding landscape and urban assemblages and affects

**Submission Requirements:**

- Monday 21 March, 10pm to R drive folder
- Pinned up & presented during studio.
- Group work in pairs, Individually assessed.

<b>Project 2 Assessment Criteria</b>	<b>CLO(s)</b>
Ability to understand how the 'landscape works': including site affects / affordances & assemblages, and relevant on and off-site typologies - landscape, architectural, urbanistic and developmental.	2
Ability to represent these in a design-facilitating manner.	2
Ability to present these understandings.	2,5
Ability to work individually and as a group.	

**Project 3: *Restructure download / Urban Analysis* (15%)**

**Brief description:** 'Downloading' relevant understandings of the problem for the studio group in preparation for the Restructure workshop including an urban analysis of the problem.

**Submission Requirements:**

- Monday 4 April, 10pm to R drive folder
- Pinned up & presented during studio.
- Group work, Individually assessed.

<b>Project 3 Assessment Criteria</b>	<b>CLO(s)</b>
Ability to extract, from the profusion of information, evaluations and views encountered, relevant input to the restructuring workshop – and hence overall urban problem.	1,5
Ability to produce an effective design-oriented urban analysis relevant to the problem and workshop.	1,5
Ability to work as a group	5

**Project 4: *Group Restructure* (25%)**

**Brief description:** Produce an effective restructuring of the situation.

**Submission Requirements:**

- Thursday 21 April, 10pm to R drive folder
- Pinned up & presented during studio.
- Group work, 10% Individually assessed, 15% Group assessed.

<b>Project 4 Assessment Criteria</b>	<b>CLO(s)</b>
Ability to understand what restructuring means and involves – expressed through an	2,3,4,5

ambition-oriented and conceivably feasible restructuring of the site / study area.	
Ability to make sense of this restructuring via relevant analysis.	1,4,5
Ability to present and communicate this.	4,5
Ability to work as a group	5

**Project 5: *Interim Individual Scheme (10%)***

**Brief description:** Produce an effective restructuring of the situation.

**Submission Requirements:**

- No digital submission. Pinned up at presentation 27 May.
- Pinned up & presented during studio.
- Individual work, Individually assessed.

**Project 5 Assessment Criteria**

**CLO(s)**

Ability to produce a compelling design scheme that responds to the studio problem and offers an ambition for the relevant stakeholders.	1,2,3,4,5
Ability to develop detailed design, beyond initial restructuring, that brings into being a potential that the restructuring produces.	1,2,3,4,5
Ability to show via analysis an individual understanding of the problem that makes sense of the scheme.	1,2,4,5
Ability to further develop, and employ in design, the uniqueness of the site/situation and relevant understandings of how the landscape functions 'on the ground'.	2,4,5
Ability to work autonomously.	5

**Project 6: *Final Individual Scheme (30%)***

**Brief description:** Produce an effective and relevantly detailed restructuring of the situation.

**Submission Requirements:**

- Tuesday 14 June, 10pm to R drive folder (tbc)
- Pinned up & presented during studio.
- Individual work, Individually assessed.

**Project 6 Assessment Criteria**

**CLO(s)**

Ability to produce a compelling design scheme that responds to the studio problem and offers an ambition for the relevant stakeholders, especially the public. i.e. the ability to potentially 'make a difference'.	1,2,3,4,5
Ability to develop detailed design, beyond initial restructuring, that brings into being a potential that the restructuring produces.	1,2,3,4,5
Ability to show via analysis a strongly felt and argued individual understanding of the problem that makes sense of the scheme.	1,2,4,5
Ability to further develop, and employ in design, the uniqueness of the site/situation and relevant understandings of how the landscape functions 'on the ground'.	2,4,5
Ability to work autonomously.	5

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](http://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 relevant 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 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.

## 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 access to a good camera, preferably a DSLR, for field work. These may be borrowed from the Technical Resources Centre. The extensive field work will mean that students will need to coordinate travel to and from the site and study area (Lower Hutt) a number of times. Students will be expected to quickly develop an appropriate fieldwork kit (base plans, rigid board to hold base plans / bull clips etc., camera, pens/pencils, appropriate clothing and footwear etc...) to suit each field trip.

## SET TEXTS & RECOMMENDED READING

One book which you will become very familiar with during this studio is:

*River. Space. Design: Planning Strategies, Methods and Projects for Urban Rivers*, Edited by Antje Stokman, Daniel Stimberg, Hinnerk Voermanek, Martin Prominski, and Susanne Zeller, Birkhauser: Berlin, 2012.

This is an excellent book, and worth purchasing. E-book versions are readily available and recommended to use, but due to the size of the book the digital copies are relatively clumsy to engage with (and not as gorgeous as the book). There will be one hard copy on reserve in the library, which has been ordered by the library. Order your own copy of this book asap to make best use of it in the studio. Other texts will generally be accessible online or via Blackboard.

## SCHEDULE OF SESSIONS

Week Month	Day	Date	Item	Location 'Studio' = VS2.36	Assessments	Comments <i>Includes other core course assess dates (pls check) and Sustainable design elective</i>
<b>Week 8</b> February	M	22				Orientation Week
	TU	23				
	W	24				
	TH	25				
	F	26				
<b>Week 9</b> Feb/March	M	29				Trimester 1 Begins
	TU	1	Introduction	Studio	The Situation	
	W	2				
	TH	3				
	F	4	Briefings	Studio		
	S	5	Field trip	Site	Fieldwork	
S	6	Field trip	Site	9am-4pm		
<b>Week 10</b> March	M	7	Field trip	Site		
	TU	8	Workshop	Studio		
	W	9				
	TH	10				
	F	11	The Situation (including	Studio	10%	site

			<i>review of documents)</i> Presentation 10%				<i>withdraw with a full fees refund</i>
<b>Week 11 March</b>	M	14					
	TU	15	Fieldwork Intro	<i>Studio/Te Aro</i>			
	W	16					
	TH	17					
	F	18	Workshop / Desk Crit.	<i>Studio</i>			
<b>Week 12 March</b>	M	21					
	TU	22	Fieldwork Presentation 10%	<i>Studio</i>		10%	
	W	23					<i>assemblages</i>
	TH	24			<i>Download for Restructure &amp; Urban Analysis (incl. fieldwork)</i>		
	F	25					<i>Good Friday – Public Holiday</i>
<b>Week 13 March/ April</b>	M	28					<i>Easter Monday – Public Holiday</i>
	TU	29					<i>University Holiday</i>
	W	30					
	TH	31					<i>Trimester 1 resumes</i>
	F	1	Workshop / Desk Crit.	<i>Studio</i>			
<b>Week 14 April</b>	M	4					
	TU	5	Restructure download / Urban Analysis Presentation 15%	<i>Studio</i>	15%		
	W	6					<i>BILD331 (Sust. Design) 35%</i>
	TH	7			<i>Group Restructure Scheme (incl. fieldwork)</i>		
	F	8	Restructure Workshop	<i>Studio</i>			
<b>Week 15 April</b>	M	11					
	TU	12	Workshop / Desk Crit.	<i>Studio</i>			
	W	13					
	TH	14					
	F	15	Workshop / Desk Crit.	<i>Studio</i>			
<b>Week 16 April</b>	M	18					
	TU	19	Workshop / Desk Crit.	<i>Studio</i>			
	W	20					
	TH	21					<i>BILD331 (Sust. Design) 15%</i>
	F	22	Group Restructure Scheme Presentation 25%	<i>Studio</i>	25%		
<b>Week 17 April/May</b>	M	25					<i>Anzac Day Observed – Public hol.</i>
	TU	26			<i>Individual Scheme (incl. fieldwork)</i>		<i>Mid Trimester Break starts</i>
	W	27					
	TH	28					
	F	29					<i>Mid Trimester Break ends</i>
<b>Week 18 May</b>	M	2					
	TU	3	Workshop / Desk Crit.	<i>Studio</i>			<i>SARC362 33%</i>
	W	4					
	TH	5					
	F	6	Workshop / Desk Crit.	<i>Studio</i>			
<b>Week 19 May</b>	M	9					
	TU	10	Workshop / Desk Crit.	<i>Studio</i>			
	W	11					
	TH	12					
	F	13	Workshop / Desk Crit.	<i>Studio</i>			<i>After this date the Associate Dean's approval is required for withdrawals from Trimester 1 courses.</i>
<b>Week 20 May</b>	M	16					<i>SARC351 55%</i>
	TU	17	Workshop / Desk Crit.	<i>Studio</i>			
	W	18					
	TH	19					
	F	20	Workshop / Desk Crit.	<i>Studio</i>			
<b>Week 21 May</b>	M	23					
	TU	24	Workshop / Desk Crit.	<i>Studio</i>			
	W	25					

	TH	26					<i>BILD331 (Sust. Design) 35%</i>
	F	27	Interim Individual Scheme Presentation 10%	Studio	Interim 10%		
<b>Week 22 June</b>	M	30					
	TU	31	Workshop / Desk Crit.	Studio			
	W	1					
	TH	2					<i>BILD331 (Sust. Design) 15%</i>
	F	3	Workshop / Desk Crit.	Studio			<i>SARC351 55%</i>
<b>Week 23 June</b>	M	6					<i>Queen's Birthday – Public Holiday</i>
	TU	7					<i>Study Period</i>
	W	8					
	TH	9					
	F	10					<i>Mid-year Examinations begin SARC362 42.5%</i>
<b>Week 24 June</b>	M	13					
	TU	14					
	W	15	Final Presentation 30%	Studio	Final 30%		<i>day, time &amp; venue tbc</i>
	TH	16	Final Presentation 30%	Studio			<i>day, time &amp; venue tbc</i>
	F	17					
<b>Week 25 June</b>	M	20					
	TU	21	Presentation to Key Stakeholders / Public Exhibition	tbc			<i>day, time &amp; venue tbc</i>
	W	22					
	TH	23					
	F	24			0%		
<b>Week 26 June/July</b>	M	27					
	TU	28					
	W	29					
	TH	30					<i>Mid-year Examinations end</i>
	F	1					<i>Mid-year break begins</i>
<b>Week 27 July</b>	M	4					
	TU	5					
	W	6					
	TH	7					
	F	8					

## 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

Course outlines now require coordinator's to 'provide a brief statement summarising the feedback from the most recently surveyed cohort of students and an outline of any relevant changes that have been made to this course as a result of that feedback and/or an explanation of why suggestions from students have not been followed.'

Key points that students commented on from last year's LAND311:

- Clearer overall aims, criteria and more specific briefs.
- More visual examples presented.
- Lectures to be more focused.
- More in-class workshops/sessions, stakeholder involvement and class discussions as these were found to be valuable.
- Clarity about what is individual or group work and assessment.

Each of these points has been taken into consideration for this year's version. The positive aspects of the previous year versions as identified by students and not mentioned here will be maintained and strengthened. These changes will be discussed in the first week of the course.

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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](http://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](http://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](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/home/viclife/student-charter](http://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](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

## Work Submitted for Assessment

### Declaration Form

Student's full name :

Course :

Assignment/project :  
*(number and title)*

Date submitted :

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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](http://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](http://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>