130.202 Expedition

Introduction to Civil Defence Emergency Management in New Zealand

Administration Guide

Joint Centre for Disaster Research

2019

Acknowledgement

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Contents

Page

Welcome 1

Course Coordinator 2

The course 3

- Aim and learning outcomes 3
- Course structure 4
- Core Textbooks 4
- How to approach your study 4
- Study guide and Expedition overview 5

Your online learning environment 8

Assessment 9

- Essay 1 10
- Essay 2 11
- Assignment submission 14
- Exam 15

Appendix 1: Student profile 16

Appendix 2: How to access Stream 17

Appendix 3: Massey University Library 17

Appendix 4: The writing process 21

Appendix 5: APA referencing 25

Appendix 6: Supporting your learning at Massey University 28

Appendix 7: Feeling overwhelmed? 31

Appendix 8: Self-evaluation on progress 32

Appendix 8: Course evaluation 35

Welcome

Welcome to 130.202 (Civil Defence) Emergency Management in New Zealand and the study of emergency management with Massey University.

As the first institution in New Zealand to offer emergency management studies, we have more graduates in emergency management that any other university in New Zealand and have a proud and distinctive following of alumni.

In 2010, Massey University celebrated 50 years of providing quality distance study. We are also the recipient of more tertiary teaching excellence awards than any other University in New Zealand – so you have made a wise choice to study with a tertiary leader in both emergency management and distance education.

We are proud to offer this course through Stream (also known as Moodle) an e-learning platform which will enhance your distance learning experience. We have evolved the course to exploit the opportunities of e-learning with the introduction of online forums, forum assessments and much more.

This course provides an introduction to emergency management in New Zealand. It explores the national civil defence emergency management framework, New Zealand hazardscape, disaster plans, incident management and international connections. The course coordinator looks forward supporting you to develop your knowledge in this exciting and rapidly growing field.

Course Coordinator

Jon (Mitch) Mitchell is the course coordinator for this course (or "course"), as well as 130.202 Introduction to Emergency Management in New Zealand, and contributes to several other under- and postgraduate courses. As the course coordinator, Mitch is your first point of contact for most of the course related matters, including learner support, assessment, concerns and overall guidance.

Mitch is a comprehensive emergency management professional with over 20 years' experience in New Zealand, Australia, the United Kingdom, North America and Asia. Mitch's emergency management planning, capability-building, leadership, and response and recovery management experience covers a broad spectrum of hazards, including: earthquake, flood, wildfire, severe snow emergencies, civil unrest, oil refinery blockade, and human and animal disease epidemics.

A highlight of Mitch's career to date was as an alternate Group Controller during the Canterbury, New Zealand earthquake sequence commencing September 2010 and Chief of Staff Planning Intelligence during the response to the February 2011 Christchurch earthquake. At that time Mitch had been Manager of the Canterbury Regional Emergency Management Office for 3 years, having spent 7 years as the Regional Emergency Management Planner for Canterbury.

Mitch was the CDEM Groups' representative to the NZ Coordinated Incident Management System (CIMS) steering committee from 2007 to 2014. With his research focus being on the application of incident, emergency and incident response and recovery management systems and capabilities.

Mitch has been involved in university teaching since the mid-1990s, and is Massey Master of Emergency Management Graduate. He also has a BA in human geography and a Post Graduate Diploma in political geography and planning. Mitch is the coordinator for the MCDEM Controller Development Programme for the Ministry of Civil Defence & Emergency Management.

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The course

Aim and learning outcomes

Students who successfully complete the course will be able to:

- Discuss the history of emergency management relevant to New Zealand.
- Discuss the international principles of emergency management.
- Evaluate threats caused by natural and man-made hazards in New Zealand.
- Explain the National Civil Defence Emergency Management Framework.
- Explain the key concepts of the Coordinated Incident Management System.
- Discuss international linkages supporting emergency management in New Zealand.

This course will provide students with an opportunity to gain knowledge on the context, structure, job roles, policies and processes of contemporary risk-based emergency management, one of the fastest growing areas of public endeavour in New Zealand and internationally. The course will also enable those with a background in "Civil Defence" or from other emergency-related disciplines to locate their experiences and knowledge within the broader context of the expanding field of "emergency management".

You may have noticed already that there is a distinction made between "Civil Defence" and "emergency management". This course will enable you to explore this distinction and locate the often relatively narrow definition of "Civil Defence" within a broader appreciation of "emergency management".

As with most things in life, you will get out of this course something equivalent, but with added value, to the level of effort and interaction that you put in. Contemporary emergency management is predominantly about people and their interactions with each other, the hazards they face, and the social, physical and administrative structures that they depend upon or live with. The same is true of this course. Make the most of the opportunities that this course provides, and enjoy yourself as you learn from and contribute to the knowledge of emergency management.

Course structure

The course is made up of a number of learning activities, which you will find listed below, however for the most up to date information about assessments please check the Stream site for the course. Important material and information includes:

- Core text reading (made available online)
- Prescribed readings – journal articles etc.
- Optional guest speakers (online)
- Self-Reflective Diary and Presentation: Participation in online forums where you are expected to post a 'chunk' about a form topic, as set by the course coordinator. You are also required to reply at least twice to your peers 'chunks' (you are not required to be online at a particular time). You will also make a presentation (**10% of total course marks**)
- Essay 1 - Prior to expedition. (25% of total course marks)
- Essay 2 – During expedition. Essay (25% of total course marks)
- Written exam – At conclusion of internship. (40% of total course marks)

Core Textbooks

The course will draw on information from the principle textbook, which will be available to students online through the Massey University library databases.

Introduction to International Disaster Management 2nd edition

(2015)
Author: Damon P. Coppola

Publisher: Butterworth-Heinemann

Language: English

ISBN: 978-0-12-801477-6

How to approach your study

As suggested by Massey University guidelines, you should allocate approximately 12 hours per week to this course during the two-week Expedition. However, please manage your time in the most effective way for you.

The schedule below follows the internal timetable for the semester, therefore it is only a suggested guideline (apart from due dates). You may prefer to work out your own schedule, one that suits your personal requirements. The main point is to work to some schedule so that you don't fall behind and utilise all weeks of the semester to complete the required readings and course work.

Study guide and Expedition overview

Please refer to Stream for confirmed readings for each day.

Note: This itinerary is subject to change.

Date	Day	Location	Activity	Text / Reference To be read in preparation for the following day.
24-Jun A	Monday	Christchurch	Arrivals in Christchurch, Orientation	
25-Jun A	Tuesday	Christchurch	• Orientation (plus 2-3 hours free for course) • Overview comprehensive emergency management • Intro to CIMS + Incident Management • Inter-agency collaboration	Coppola Chapter 1. Management of Disasters
26-Jun A + B	Wednesday	Christchurch – Akaroa field trip	• All-Hazards (regional) + Risk Communications • Community and organisational readiness • Infrastructure resilience • Recovery planning and management • Risk mitigation (Flood protection – large-scale) • Indigenous peoples' disaster risk management	Coppola Chapter 2. Hazards Coppola Chapter 7. Recovery
27-Jun A + C	Thursday	A Christchurch to Mt Cook	• Risk mitigation (Flood protection – small-scale) • Flood risk management • Tsunami risk management	Coppola Chapter 3. Risk and Vulnerability - Concepts of Risk
28-Jul C, D, E	Friday	Mt Cook to Christchurch to Auckland (flight)	• Tourism risk management • Alpine hazards • Technological hazards + mitigation	Coppola Chapter 4. Mitigation
29-Jun E + F	Saturday	Auckland to Paihia Via-Whangarei EM Office	• Change in communities, resilience and vulnerabilities • Community emergency preparedness • Tourism emergency management	Coppola Chapter 5. Preparedness (/ Readiness)
30-Jun F	Sunday	Paihia	• Local emergency management • Risk reduction – Community-level (Kaeo?) • Rural fire risk management • Technological hazards	Coppola Chapter 6. Response

1-Jul F + G	Monday	Paihia to Auckland (via West coast)	• Free morning in Paihia • Peri-urban hazards • Land use + social change • Bio-security hazards	Coppola Chapter 3. Risk and Vulnerability - Concepts of Risk
2-Jul G	Tuesday	Auckland	• Emergency management governance • Metropolitan hazard-scape • Volcanic hazard	Coppola Chapter 8. Participants: Governmental Disaster Management Agencies
3-Jul G, H, I	Wednesday	Auckland to Taupo via-Tauranga	• Regional + Local response management • Maritime emergency multi-agency response – including emergent community response • Rural-urban distinctions in emergency management	Coppola Chapter 9. Participants: Nongovernmental Organizations (Including Private Sector + Academia)
4-Jul I + J	Thursday	Taupo to Wellington	• (Visit to geothermal sites and/or Maori village) • International disaster response • International NGOs in DREM	Coppola 10. Participants: Multilateral Organisations and International Financial Institutions
5-Jul J	Friday	AM: Wellington + NCMC ~~+~~ tour. PM: Presentation Preparation	• National Crisis Management Centre • Emergency information management • Community resilience • Pre-disaster Recovery Planning • Wellington hazard scape	Coppola Chapter 2. Hazards Coppola Chapter 7. Recovery
6-Jul J	Saturday	Wellington - Massey University campus	• Presentation Preparation • Presentations	Coppola Chapter 6. Response
7-Jul J	Sunday	Wellington	• Rest Day / Internship preparations	

Letters in date column relate to locations on itinerary map on next page:

Disaster Risk + Emergency Management Itinerary Map 2019

Note: This itinerary is subject to change.

Your online learning environment

As with most Massey courses, this course makes use of Stream to help create an interactive "online learning environment". The stream site provides you with access to readings, information forums, assessment forums, online assignment submission and much more. The Stream forums are where most of the contact between staff and students occurs. The forums are a way to hold discussion between students and have staff contribute, moderate and add to the discussion. Make sure you set up your student profile and engage with the site to communicate and collaborate with others taking the course, and with your course coordinator.

You are also expected to use Stream for one of your assessments. Each day you will be asked to provide a diary entry or comment about a topic from your activities that day. You will also be expected to respond on Stream to at least two of your peers' entries each week. Participation in these forums contributes to a significant proportion of your marks for this course and is where students tend to get a great deal of value from the active learning experience. Please check the assessment guidelines for more details.

Accessing and participating in the online learning environment will help you do well in the course and the self-reflective diary contributes 10% of the course grade. It increases motivation for finishing readings in a timely manner and provides increased exposure to the material, which will in turn increase retention. Engagement with Stream will help you in the follow ways:

- **Lecturer-to-Student Communication:** The course coordinator will post any important notices, updates, instructions and additional readings on Stream. You should check Stream at daily to stay up to date with what is going on and check your email regularly as we use Stream emails for speedy communication.
- **Student-to-Lecturer Communication:** It is important to communicate with the course coordinator directly via Stream, especially if you have any questions. Often these questions are useful to other students and can alert the course coordinator to potential areas of confusion. The course coordinators will endeavour to respond to your enquires in a timely manner, but please allow sufficient time.
- **Student-to-Student Communication**: Stream allows you to have increased interaction with your peers. Make sure you visit the site and read and respond to other discussions that might be going on between your peers.

In the appendices you will find information on how to access the online learning environment.

Assessment

As previously outlined, this course is taught partially through Stream, so if there are any updates, changes or revisions to assessment requirements they will be published through the Stream site. Please check on Stream for the most recent information. All assessments are to be submitted via Stream. Assessment result will also be returned to you via Stream.

Self-Reflective Diary (10%)

This assessment component is worth 10% of the total course mark
Date of submission via stream: **8 July – 11.55pm**

Maintaining a diary with weekly discussions on a topic, as set by the course coordinator. You are also required to make a class presentation on your diary discussions during the 2nd week of the course.

Essay 1

This assessment component is worth 25% of the total course mark
Date of essay submission via Stream: **24 June - 11.55pm**

This three-part essay will examine student understanding of New Zealand emergency management history, hazardscape and international principles of emergency management. Students may also provide their essay in the form of a YouTube clip, providing academic requirements outlined by the course coordinator are met.

The requirements for this essay assessment are outlined below. Please ensure you follow each point carefully, and check the expectations for both essays section and the essay marking guide to see how you get marks for this essay:

a. Briefly introduce a nationally significant hazard and describe the social, infrastructural (residential, commercial and critical infrastructure), economic and natural environmental **consequences and likelihood** of a maximum credible event within the context of **at least one** of the larger regions in New Zealand.

b. Describe the risk **Reduction and Response** arrangements in place within **one of the regions** considered in a.

c. With reference to the relevant section of the Guide to the National CDEM Plan and any relevant guidelines, discuss the **fitness of the arrangements** described in b. to address the hazard described in a.

d. Recommend at least one potential enhancement to the **Reduction and Response** arrangements that could improve the management of the hazard chosen. (**At least two recommendations in total**, one for each Reduction and Response "R").

Word count: 2000 (+/- 10%)

Referencing style: APA 6th Edition

Format:

- A4 paper size
- 1" Margin for all four sides
- Double line spacing
- Arial 11pt
- Cover page that includes title of essay, student name and id number
- Footer with student name and id and page number on each page of the essay
- PDF or MSWord format
- Students may also provide their essay in the form of a YouTube clip, providing academic requirements outlined by the course coordinator are met

Essay 2

This assessment component is worth 25% of the total course mark
Date of essay submission via Stream: **26 July - 11.55pm**

A range of essay topics will be provided by the course coordinator to allow students to explore their understanding of emergency management, in particular national civil defence emergency management structures, incident management and international linkages.

The requirements for this essay assessment are outlined below. Please ensure you follow each point carefully, and check the essay marking guide to see how you get marks for this essay:

a. Choose another hazard identified as significant **within the context of a particular region** in New Zealand - not necessarily a hazard of national significance.

b. Briefly introduce and describe the social, infrastructural (residential, commercial and critical infrastructure), economic and natural environmental **consequences and likelihood** of a maximum credible event expression of the chosen hazard.

c. Outline the **Readiness and Recovery** arrangements in place within the region in relation to the chosen hazard.

d. With reference to the relevant section of the Guide to the National CDEM Plan, any relevant guidelines and reviews, discuss the **fitness of the arrangements** described in c. to address the hazard described in b.

e. Recommend at least one potential enhancement to the **Readiness and Recovery** arrangements and/or capabilities that could improve the management of this hazard in future (At least two recommendations in total, one for each Readiness and Recovery "R")

Word count: 2000 (+/- 10%)

Referencing style: APA 6th Edition

Format:

- A4 paper size
- 1” Margin for all four sides
- Double line spacing
- Arial 11pt
- Cover page that includes title of essay, student name and id number
- Footer with student name and id and page number on each page of the essay
- PDF or MSWord format

Expectations for both essays:

With the essays you are applying what you have learnt about civil defence emergency management to a significant hazard within the context of any region in New Zealand. We are looking for well-reasoned arguments that apply the range of ideas from the theory and materials from the readings, discussions and site visits from throughout the Expedition. Pay attention to the marking guide below, the markers will follow this closely when assessing your work.

Material from other peer-reviewed journals or authoritative sources must be used to support an argument. Descriptions of personal experience or anecdotal evidence will not be sufficient to substantiate an argument unless it is thoroughly corroborated with a larger body of evidence.

When drawing on authoritative sources, appropriate referencing must be applied. Referencing in academic writing is critical as it acknowledges the people who originally developed the ideas. It also helps a reader find the original source of information if they want to further their understanding, and it adds credibility while strengthening your work. You need to use correct American Psychological Association (APA) 6th edition referencing style for this essay.

The word limit for this essay is 2000 (+/- 10%). Although this might sound like a large number, the scope of this essay is broad so you need to ensure you write in a concise and focused manner.

Writing help:

You will find help with essay writing in Appendix 4 of this admin guide. You can also find help with essay writing (eg. composition and style) by accessing the Online Writing and Learning Link (OWLL) essay writing service:

http://owll.massey.ac.nz/assignment-types/essay.php

The Centre for Teaching and Learning (CTL) Assignment Pre-reading Service is also available to distance and first-year students who would like support with their essay writing. This is a free pre-reading service where you can send a draft assignment to a CTL Writing Consultant for them to review and advise you on how you could improve your work. For more details please visit:

http://www.massey.ac.nz/massey/learning/distance-learning/services/study-support/pre-reading/extramural-assignment-pre-reading-service.cfm

Assignment 2 marking guide

Assignment 2: Essay Brief	Criteria	Marks
Efforts should be made to describe an overall introduction to the essay including what a reader could expect in the remaining paragraphs.	If someone starts this essay by directly jumping into discussing answers, then give a lower mark. A clearly explained flow and the structure of the write-up deserves a higher mark	None (0) Very Little (1) Satisfactory (3) Good (4) Excellent(5) 0 - 5Max
a. Choose a nationally significant hazard in New Zealand. □Briefly describe the social, infrastructural (residential, commercial and critical infrastructure), economic and natural environmental consequences of a maximum credible event within the context of at least **one of the larger regions** in New Zealand.	Award a higher mark if the write-up has considered the hazard impact for **more than one region** in a meaningful and logical manner. Should discuss consequences and likelihood of the hazard in relation to the selected region/s. Answers supported by relevant evidence deserve a higher mark.	None (0) Very Little (5) Satisfactory (10) Good (13) Excellent (15) 0 - 15Max Only one region 10 Max More than one region 15 Max
b. Outline the **Reduction and Response** arrangements in place within **one of the selected regions** in relation to the chosen hazard.	Descriptions of Reduction and Response supported by policy and other relevant organizational documentation. Primarily CDEM group level pans for the selected region.	None (0) Very Little (5) Satisfactory (10) Good(13) Excellent(15) 0 - 15Max
c. With reference to the relevant section of the Guide to the National CDEM Plan, any relevant guidelines and reviews, discuss the fitness of the arrangements described in b. to address the hazard described in a.	Logical and objective critique of the fitness of arrangements by clearly identifying existing strengths and weaknesses. Higher the objective argument building, higher the marks	None (0) Very Little (5) Satisfactory (10) Good(15) Excellent(20) 0 - 20Max
d. Recommend **at least one** potential enhancement to the **Reduction and Response** arrangements that could improve the management of the hazard chosen. (At least two recommendations in total, one for each Reduction and Response "R").	Recommendations with **a clear link to existing limitations** and supported by reasonably acceptable supporting evidence, may be from external literature sources outside that particular region, or from another country, deserve a higher mark.	None (0) Very Little (5) Satisfactory (10) Good(15) Excellent(20) 0 - 20Max If **only one** recommendation each then Maximum of 15 If **more than one** recommendation each, then Maximum of 20
Appropriate Style of Referencing, Document Formatting, English and Grammar	Align with APA referencing style	None (1) Very Little (1) Satisfactory (3) Good(4) Excellent(5) 0 - 5Max
Type of references	If one has shown some effort to bring good references and tried to maintain a balance of using references award good marks If no effort is made to bring literature from external sources other than the policy and organizational documentation, then consider less marks	None (0) Very Little (1) Satisfactory (3) Good(4) Excellent(5) 0 - 5Max
Ability of build arguments and critique objectively	If efforts are made to critique and arguments based on supporting evidence rather than only based on anecdotes and their own experience give a higher mark	None (0) Very Little (5 Satisfactory(10) Good(13) Excellent(15) 0 - 15Max

Assignment submission

All assignments are required to be submitted online using Stream and in MS Word format (.doc and .docx) or in PDF. If you are unable to do this, please contact the course coordinator to arrange an alternative means of submission.

Forum posts are automatically saved and the course coordinator can view each discussion as it was posted and each individual student's activity and postings can be viewed separately. It is not necessary to submit your postings separately - just get on the forums and participate.

CAUTION: Posts can be lost through faults in your web browser or just by clicking the wrong button while composing a post. You cannot save partially completed posts without posting them to the forum. Students may wish to compose their posts in another word processor, save them as is prudent, and copy-and-paste them into Stream when the post is complete.

Student submission of electronic assignments to Turnitin™

Many of you are aware of the increasing difficulties educational institutions are having dealing with issues of plagiarism. This problem impacts on students as it disadvantages honest students, undermines the credibility of the qualification, and takes up huge staffing resources that could be better spent elsewhere. Massey has purchased a licence to a product called Turnitin®, which is a text matching web application, and is one of many tools available to deal with the problem.

Plagiarism is defined by Massey University as:

> Presenting as one's own work the work of another, including copying or paraphrasing of another's work without acknowledging it as another person's work through full and accurate referencing. It applies to material presented through written, spoken, electronic, broadcasting, visual, performance or other medium.

Any form of plagiarism is considered to be academic misconduct and is viewed seriously by this University. Plagiarism can be avoided by correctly acknowledging the authorship of any material in your assignment that is not your own work. For guidance on how to avoid plagiarism, please go to:

http://owll.massey.ac.nz

This course requires you to submit an electronic version of your assignment to Turnitin. The electronic version you submit will be compared with material available on the world wide web including many electronic books, journals, newspapers, cheat sites (or paper mills), web pages and previously submitted assignments.
For instructions on how to upload your assignments either to the Stream course website or through Turnitin.com., please go to:

http://www.massey.ac.nz/massey/learning/online-learning/guide/how-to/assignment.cfm

or

http://www.massey.ac.nz/massey/fms/NCTL/Turnitin/Student_submission_to_TII_070311.pdf?12F3FD1432FE5560D71EED4CCC245E27

Extensions and late assignments

Extensions may be granted at the discretion of the course coordinator. Zero grades are given for assignments that include instances of plagiarism. Work submitted after the due date, without an extension being granted, will be penalised. A late assignment will lose one mark from the student's score for that assignment for every weekday after the due-date, and no feedback is provided on assignments received later than two weeks after the due date.

Assignment information for this course (in this admin guide) is clearly explained. Thus, extensions are given only in exceptional circumstances. Exceptional circumstances do not include having several assignments due at the same time, or having several tests coming up, or being busy at work.
It is important to:

Exam

When: **3 August** (but please check online as this can change).
Where: Exam-rooms can be found on the Massey website and will be announced on Stream.

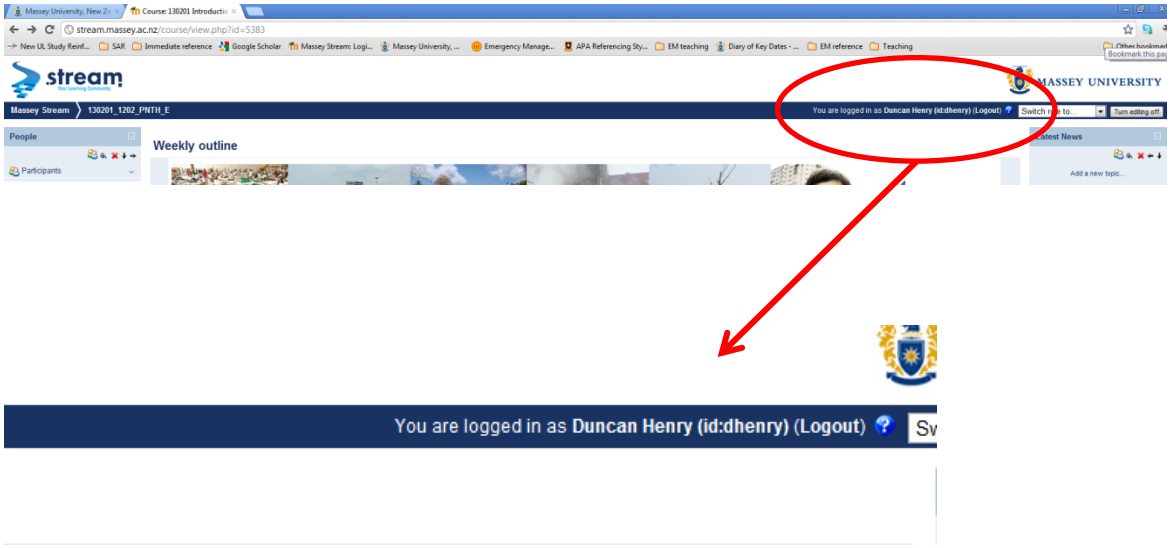
The final examination comprises of 40% of the total mark for the course. The duration of the final examination is **two hours***.* You can find copies of previous exams on the Stream site; however the course coordinator will also post more information on the exam closer to the time.

Also please refer to the OWLL website for exam preparation skills. It is very helpful:
http://owll.massey.ac.nz/main/tests-and-exams.php

APPENDICES

Appendix 1: Student profile

Please complete your profile on Stream, this allows the course staff and other students to get to know you and you to get to know each other. Your fellow students can be of great help to you as this course attracts many people already working in emergency management.

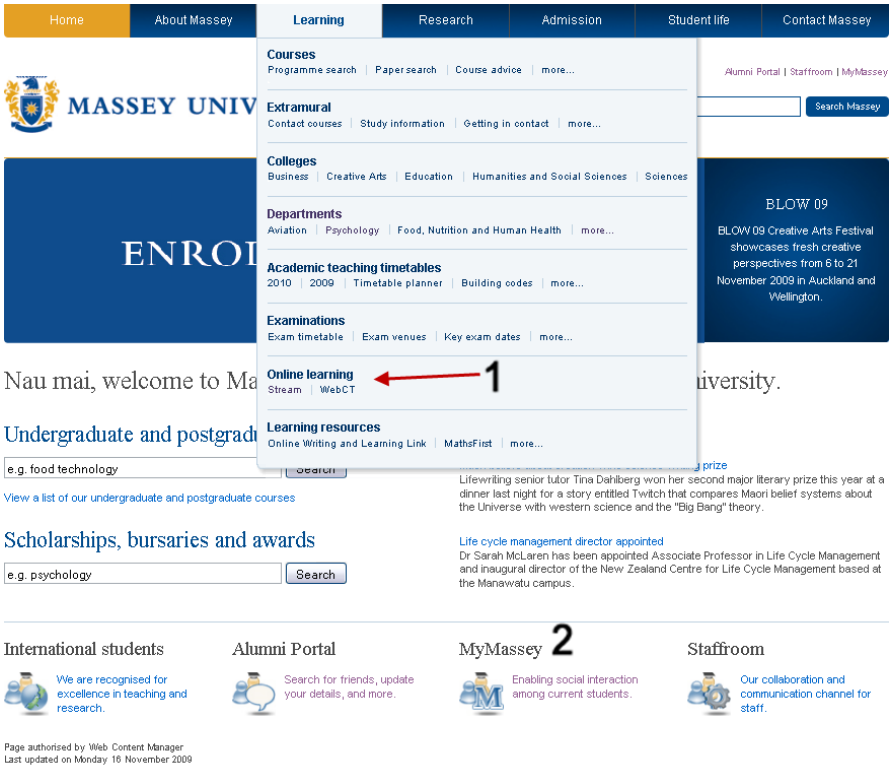


Whether you share personal information and contact details is up to you, though we hope you will consider including:

- Your current role in emergency management, or your area of work
- Your experience
- Your education
- Previous courses you have taken at Massey
- Your reasons for taking this course

Appendix 2: How to access Stream

You can access Stream via any computer connected to the Internet. If you have an Internet connection at home or elsewhere, you can access the Stream site for this course at any time. It is also possible to access the online environment from work (seek permission first if from work as there may be access issues, e.g. firewall protection), friends' computers, libraries or similar public access points such as Internet cafes.



You can access Stream from the Massey homepage (through **1** or **2** option as shown above) or directly from http://stream.massey.ac.nz. The following instructions outline the process for accessing Stream from the Massey homepage.

- Learning – online learning. Click on the Stream link to take you to the login page for Stream. The login page also contains links to other resources such as FAQs (Frequently Asked Questions).
- **MyMassey on** the Massey home page. Then click on the **Stream (Moodle)** tile.

Tip: When you log into Stream, the system will ask your ID and PIN, use your 8 digit Massey Student ID number and 4 digit PIN.

For more information on using Stream, please check Massey University's Guide to Using Stream link: http://www.massey.ac.nz/massey/learning/onlinelearning/guide/guide_home.cfm

Appendix 3: Massey University Library

The Library provides resources and help to support your study. Please contact them if you need help finding information or requesting library material.

Phone: 0800 MASSEY (0800 627 739) ask for the Library

Or

call direct +64 6 350 5670 ext. 2880

Email: library@massey.ac.nz

There are three key ways to access Library help and resources while studying at a Distance:

- **Distance Library Service** – the library delivery system especially for you.
- **Library Website** – access to the library resources and services.
- **Visiting the Library in person** – make the most of any visits to campus.

Distance library service

The Distance Library Service delivers course-related library materials to students who are eligible (students studying predominantly distance or block mode courses in a semester). For information about using the Distance Library Service, see the *Library For Extramurals* section of our website (http://library.massey.ac.nz) and the printed *Library Services for Extramurals (Distance Learning)* brochure. If you are uncertain about your eligibility, and/or you need a copy of the brochure, please contact the Distance Library Service.

The library staff will:

- Send books and journal articles to you (at no charge).
- Note: The Library must comply with the Copyright Act, which restricts the amount that can be copied (normally one chapter or article, or 10 percent from any one publication).
- Help you to find information that you need for your study.
- Teach you how to use databases and resources effectively to do your own research.
    - **Undergraduate students** get help from professional librarians over the telephone (use the 0800 number), email or live via the Internet. They will talk you through finding articles, books and other research on your topic.
    - **Postgraduate students** book a Research Consultation. This is training with a subject specialist librarian and can be by telephone, email or live via the Internet.

Details and contacts are available on the *Library for Extramurals* section of the website.

Studying outside New Zealand? The library will supply materials to help you with your studies, but there may be some restrictions. Please contact the library for more information.

When you are using the Library from a distance it is especially vital to plan ahead to allow plenty of time just in case the material or assistance you need is not immediately available.

Library website (http://library.massey.ac.nz)

You can use the library website to find resources by:

- searching the **Classic Library Catalogue (or Encore)** to find and request books, theses, DVDs and other items held at any of the Massey Libraries.
- using **Subject Guides** – a quick way to the key resources in your subject area
- searching **Article Databases** to find journal and newspaper articles on a topic
- searching the **Classic Library Catalogue** using the Journals tab to find known journal articles from reading or reference lists
- printing copies of past exam papers – sorry the library does not have the answers!

You can also log in to your **MyLibrary** record to check your due dates, renew your books, view your reading history and request items from the Catalogue.

There are request forms on the website to request resources and help – look under the Q*uick Links* for *Forms*.

For advice on finding information see the ***How to Find*** section. These pages include onscreen demonstrations of key information skills that will help you get started.

As well as the *Library for Extramurals* page, use the *Library for Undergraduates* or *Postgraduates* (whichever is appropriate), *Subject Guides, Article Databases*, and check out our blog *Library out Loud* (LoL) for the latest news from them.

Using the library in person

You're welcome at any of the Massey Campus Libraries – at Albany, Manawatu (Turitea and Hokowhitu) and Wellington. Services available from these libraries include access to computers and photocopiers, wireless network from your laptop (setup is required), Information Desks where you can get help in using library resources, research consultations for postgraduate students and EndNote support. All Massey libraries provide help and support, but not all resources are held in every library.

All the details about the Massey libraries, including opening hours, locations and services are available on the library website, under *About Us*.

When you are visiting, why not take advantage of our professional help (at the Information Desks) or if you are a postgraduate, book a Research Consultation with a subject specialist Librarian. Details are on the *Library for Postgraduates* page.

EndNote

EndNote is specialised referencing software for organising the sources and materials you find. It allows you to:

- Create, store, and manage your references
- Import and store references from electronic databases
- Annotate, sort and search your references
- Create bibliographies instantly in a variety of bibliographic styles
- Insert citations into your Microsoft Word documents.

See the library's *EndNote* webpage (under *Quick Links* on the website) for further information on ordering the software, and our training and help materials.

Appendix 4: The writing process

Writing essays

If your research has been thorough you will be in a good position to move on to writing your essay.

The structure of an essay

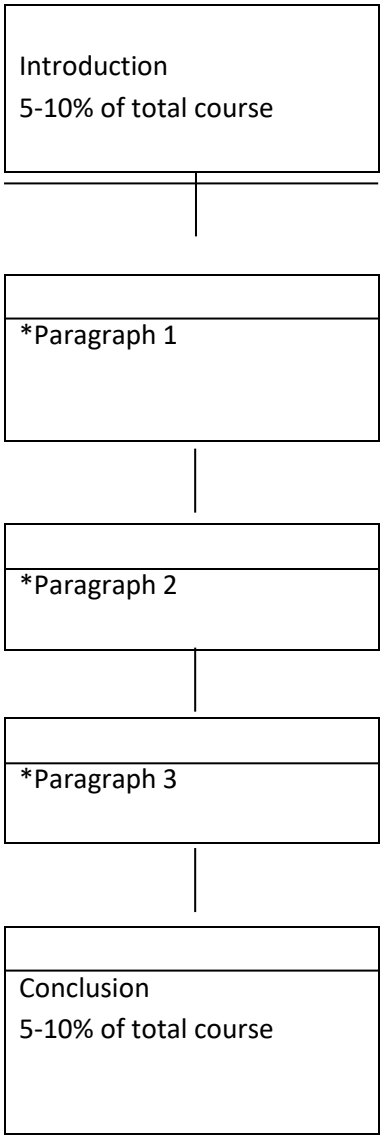
An essay is generally made up of three elements: *Introduction, Body and Conclusion*. The Introduction and Conclusion each make up about 5-10% of the total essay, while the evidence paragraphs (the body) make up the remainder.

- The **Introduction** should briefly outline your argument or thesis and/or give your overall position on the topic.
- The **Body** may be made up of two or more supporting statements, followed by sentences that develop these ideas with evidence.
- The **Conclusion** is a summarising statement that leads to a final broad statement on the implications or significance of your argument.

Paragraphs

A topic sentence should be used at the beginning of each paragraph. Its purpose is to introduce **one** idea that is then developed in the rest of the paragraph by:

- explanation
- examples
- proof
- reasons



Opening sentences are broad and general, gradually focusing the reader on to the topic and finally on to the proposition.

Proposition: Main idea of the essay, summarising the whole point of the essay.

First topic sentence.

Sentences developing first topic sentence (definition, explanation, evidence, illustration).

Second topic sentence.

Sentences developing second topic sentence.

Third topic sentence.

Sentences developing third topic sentence.

Statement relating back to the conclusion of the previous paragraph.

Summary leading to a final broad statement on the implications or significance of your argument.

*These are all argument paragraphs.

Length

An essay paragraph should not be longer than about 200 words. As a general rule most essay paragraphs have three to 10 sentences. Make sure you always develop arguments adequately.

Writing the essay

There are five stages in writing an essay.

1. Write an essay plan

Using the essay structure shown above, you should be able to plot a broad essay plan in outline form.

- **The introduction:** In the briefest way note down the main point, central proposition or argument.
- **Main points:** Note the main points that support your central idea. At undergraduate level you should be able to identify three to five main points, depending on the kind of essay. Each point will form a separate paragraph.
- **Conclusion:** Your conclusion should repeat the argument or central idea and summarise the findings or arguments presented by the main points.

2. Draft

Following a broad essay plan will make it easier to write a draft. Never try to write an essay neatly without at least one or two drafts. Few people are good enough writers to be able to produce a well-structured essay in one sitting. Try to write as quickly as you can. Do not think about sentence structure, grammar or spelling at this stage.

3. Revise

Take a break between writing the draft and writing the final version of the essay. This will allow you to disengage from your own writing and evaluate it critically. The things to look out for when revising your draft are:

- Has the question been answered?
- Are the central ideas clearly expressed and well supported by your main points?
- Is there a logical thought flow from beginning to end?
- Is the essay about the right length?

4. Edit

Before you write your final version there are some things you should check first.

- Does each paragraph have a topic sentence and a single subject?
- Does sentence length vary?
- Is your spelling correct?
- Have you avoided using sexist language?
- Have you used the first or third person correctly and consistently?
- Are your quotes or citations properly integrated into your work? Have you distinguished between your ideas and the ideas of other writers?

5. Write final version

You are now ready to write a final version.

… and finally KEEP A COPY! Assignments occasionally get lost so a backup copy is always a good bet.

Essay checklist

Please check to make sure you have included the following important elements of a good essay.

Introduction

- Does the essay have an introductory paragraph, e.g. the purpose of this essay is to …?
- Does your introduction restate the topic and outline your main arguments and conclusions?
- From your introduction will your reader understand what your essay is about?

Body

- Do your ideas introduced in each paragraph relate to the essay topic?
- Do your ideas proceed logically?
- Have you defined terms which have a special meaning?
- Are the statements you make supported by what you have read – theory, research …?
- Have you written in full sentences?
- Does your information come from at least three different books or articles?
- If you have used someone else's idea, have you acknowledged this by citing their name and the date of publication?
- If you use an author's idea in your essay, is their name in your List of References?
- If you have used an author's name in your List of References have you cited their work in your essay?

Conclusion and presentation

- Do you have a conclusion?
- Does your conclusion summarise what you have discussed in your essay?
- Are you within the word limit?
- Have you proofread your essay for spelling errors, punctuation and readability?
- Have you included a List of References?
- Does your essay have a completed cover sheet (if required)?

Appendix 5: APA referencing

In the essay marking guide, you will see that marks are allocated for presentation of assignment, structure and style (i.e., use of correct English) and the quality of referencing. The correct formatting style to be used in your essay is APA 6th edition.

APA format is a particular style of referencing that is used. For your guidance, some examples of APA formatting are included below. *You should be able to look at those examples and copy the patterns you need. This is the quickest, easiest way to get your referencing correct.* There is also a very good referencing page available via the Massey OWLL website. You will find this if you go into the Stream site for this course. On the right hand side, you will find a section called Student Learning and under there is the OWLL link and a link to APA referencing, or go directly to:

http://owll.massey.ac.nz/main/referencing.php

You can also refer to the *Publication Manual of the American Psychological Association (6th ed.), (2010),* in the Massey University library. The reference number is 808.06615 Pub. This book contains a description and sample of (probably) everything you will need. This is a manual for the enthusiasts in the class. You should otherwise find the following referencing samples in your Course Administration Guide to be sufficient.

Referencing in APA format

References in the text of your essay

Cite all references in the text (the body of the essay) by enclosing in parentheses the authors surname and the year of publication, for example: A recent study (Jones, 2012) demonstrated that...

If the name of the author occurs in the text, the reference citation need be only the year of publication, for example: Prasanna (2012) stated that …

Multiple Authors

If the reference has two authors, connect the surnames by an ampersand (&) if the reference is in parentheses (brackets), for example: A recent study (Jones & Smith, 2011) ... or by “and” if the authors are referred to in the text, for example: Jones and Smith (2011) demonstrated that …

If a reference has more than two authors, the citation includes the names of all authors the first time it appears. Later citations of the same reference include only the surname of the senior author and the abbreviation “et al.” for example: A recent study (Jones, Smith, Boren & White, 2010) suggests that … . The study previously cited (Jones et al., 2010) is...

Quotations

If you quote directly from a source, give the page number(s), for example: Alexander (2014) claims that emergency planning is in its infancy as a new discipline and communities are “gradually becoming aware of the need for disaster and contingency plans at many scales and in diverse sectors and jurisdictions” (p. 125).

Use quotes sparingly. It is almost always better to use your own words, or to use quotes to emphasise or support something you have already said.

Citing secondary references.

When you cite an article or book which you have not actually read, but which is referred to in another source which you have read, the format is: Smith (1999, cited in Black, 2009). In such a case, the Reference section would include a reference to Black's publication - not Smith's.

1. The reference list at the end of your assignment

The References section at the end of the essay includes all references cited in the text - and only those references. It is not a complete bibliography on a topic. References are arranged alphabetically by author's surname, or for multiple authors by the name of the senior (first-named) author. Second and subsequent lines are indented.

- Names are given in inverted order - followed by initial or initials for both male and female authors (e.g., Clarke, P., not Clarke, Peter). In the case of multiple authorship, the inverted order is used for all names, with each name separated from the preceding name with a comma. The final name is preceded by an ampersand (&).
- References to a single author appear first, followed by those of which he or she is the senior author. References with one senior and different second or third authors are arranged alphabetically by the surname of the second author, etc.
- Several references to the same author or authors are arranged by year of publication, the earliest first.
- Use italics for book or Journal titles and for volume number. However in a manuscript the title and volume number are underlined instead.

References to Books

Cite author, year, title, place of publication, and publisher, in that order (for publication, give publisher's name in as brief a form as it will be fully intelligible). Take note of the order and punctuation in the following examples.

Harraway, M. (2008). *Large Scale Incident Management*. Clifton Park, NY: Delmar Cengage.

State which edition was used, except for first editions. Note that *edition* is abbreviated (ed.).

Coppola, D. P. (2011). *Introduction to international disaster management* (2nd ed.). Boston, MA: Butterworth Heinemann.

Edited book and specific chapter

Note that *Editor* is abbreviated (Ed.).

Alexander, D. (2 014). Emergency and disaster planning. In A. Lopez-Carresi, M. Fordham, B. Wisner, I. Kelman & J. C. Gaillard (Eds.). *Disaster management: International lessons in risk reduction, response and recovery* (pp. 125-178). New York, NY: Routledge.

References to Journal Articles

Cite author, year, title or article, journal title, volume, and page numbers, in that order.

Decker, R. J. (2001). Acceptance and utilisation of the Incident Command System in first response and allied disciplines: An Ohio study. *Journal of Business Continuity & Emergency Planning, 5*(3), 224-230.

Lam, C., Mau-Roung, L., Shin-Han, T., & Wen-Ta, C. (2010). A pilot study of citizens' opinions on the Incident Command System in Taiwan. Disasters, 34(2), 447-469. doi: 10.1111/j.1467-7717.2009.01137.x

Saunders, J. M. (2007). Vulnerable populations in an American Red Cross shelter after Hurricane Katrina. *Perspectives in Psychiatric Care, 43*(1), 30-37. doi: 10.1111/j.1744-6163.2007.00103.x

How to Cite Information From the Internet and the World Wide Web:

There is a correct way to cite information from the internet and the World Wide Web. If you cite such information, then you have access to the internet. You will find complete instructions on the APA Web site. Below are some brief guidelines showing the general form. Note the requirement to include date information.

Online periodical:

Author, A.A., Author, B.B., & Author, C.C. (2009). Title of article. Title of Periodical, xx, xxx-xxx. Retrieved month day, year, from source.

Online document:

Author, A.A. (2011). Title of work. Retrieved month day, year, from source.

Appendix 6: Supporting your learning at Massey University

Whether you are; a distance or internal student, first year or postgraduate, a high achiever or just scraping by, Massey University is committed to helping you reach your full learning potential.

During your studies, you may want to explore effective ways in dealing with the following:

- planning essays and reports
- assignment structure and format
- using and referencing sources
- using Stream to its full effect
- enhancing study skills
- effective time management strategies
- reading and note-taking
- exam preparation

Support is available in the following programmes to help you to advance and further develop your skills in academic writing.

- Internal Individual Appointments

You can make an appointment to discuss either study skills, using Stream effectively or the review of an assignment with a Learning/Writing Consultant or Advisor. Make sure you book in advance to avoid disappointment.

- Internal Workshops

Each campus offers a series of workshops to cater to the wide genre of students ranging from first year students to postgraduates. Students will be able to participate in on presentations that cover strategies for writing assignments to effective time management.

- OWLL (Online Writing and Learning Link) Website

The Online Writing and Learning Link is a centralised website for academic writing and study resources. It allows all Massey students to access an extensive range of resources about study skills, assignment writing, referencing, exam skills, FAQs and basic Word formatting. Go to http://owll.massey.ac.nz for more information.

- Writing and Study Skills Handouts

A large collection of handouts on topics ranging from the correct way of referencing to effective exam strategies is available. View these online at http://owll.massey.ac.nz or request a hard copy if you do not have Internet access.

Student Learning Development Services have created an *Academic Writing*: *A Guide to Tertiary Level Writing* booklet which is also downloadable free from the OWLL website. If you would like a hard copy, you can purchase it for $5.00 from Student Learning Development Services.

- Extramural Regional Seminars

These are offered in many regional centres around New Zealand at the start of Semester 1 and 2 introducing students to the academic support services available, offering one-to-one appointment slots as well as covering topics such as time management, reading and note-taking, researching and

writing assignments and referencing. These seminars are organised by Student Learning Development Services, Manawatu campus. For further information go to:

http://owll.massey.ac.nz/regionalworkshops_ex.html

- Extramural On-Campus Days

These are offered in Auckland, Palmerston North, Wellington and Christchurch on the Saturday before semester starts. Students not only have access to all the activity and content offered at the Regional Seminars (describe above), but also have the opportunity to get further information from lecturers from the Colleges and consultants specialising in Stream and post-graduate work. The On Campus days are also organised by Student Learning Development Services, Manawatu campus. For further information go to: http://owll.massey.ac.nz/regionalworkshops_ex.html

- Extramural Online Assignment Pre-reading Service

If your primary mode of study is distance, you are entitled to utilise the online assignment pre-reading service. Distance students can email up to 2 assignments per semester to Writing Consultants for review and advice, before submitting the assignment for marking to your lecturer. The turnaround time is 3 to 5 working days. All pre-readings are handled through the Manawatu Massey campus. To find out more about the service visit: http://owll.massey.ac.nz/pre-reading.html

- Fax or Post Service

If any distance student cannot access the online pre-reading service, a draft assignment can be sent by post or fax to the Manawatu campus. Consultants post back faxed and mailed assignments, so please include a postal address. Faxed and mailed assignments are usually return mailed within 5 working days.

- Academic Support Request Form

A web-based Academic Support Request form is located within the OWLL website. Distance students can submit requests, ranging from help about writing assignments to effective ways of learning in the university setting. It does not give specific content-based assistance. Consultants will respond to these requests by the following business day. Go to http://owll.massey.ac.nz/academic_support.html

- Staff Supporting your Learning at Massey

Various support staff members are available to provide you with assistance to all of these services whether it be the Pasifika, Postgraduate, Kaiarahi, Learning, or Writing consultants. To book an appointment to utilise their services, see below.

Manawatu Campus – Student Learning Development Services (distance and Manawatu internal students)

For any queries regarding any of the services mentioned above, please contact:

Phone: +64 6 3502251
Email: SLC-PN@massey.ac.nz
Fax: (06) 350 5760
Website: http://owll.massey.ac.nz
Hours: 8.30am – 4.30pm
Location: Manawatu Campus
Geography Building 1.11 (between Registry and SST buildings)
Address: For pre-reading or any general enquiries
Student Learning Development Services
Massey University
Private Bag 11 222
Manawatu Mail Centre
Palmerston North 4442

Auckland Campus – Student Learning Centre

For all Auckland students who would like to book an appointment to see an advisor, please contact:
Extramural Learning Coordinator
Phone: +64 9 414 0800, Extn 9288

Wellington Campus – Student Learning Centre

For all Wellington students who would like to book an appointment to see an advisor, please contact:
Extramural Learning Support Advisor
Phone: +64 4 801 5799, Extn 6131

Massey University Extramural Students' Society (EXMSS) is your student support organisation. EXMSS services include financial assistance in time of hardship, advocacy support, free phoning to lecturers, communication with other students, free shuttles to contact courses and much more. To connect with EXMSS, your student society, go to www.exmss.org.nz.

Disability Services have offices and staff on the Albany, Manawatu (Turitea) and Wellington Campuses of Massey University. For any enquiries, please contact 0800 Massey (0800 627 739) and ask to be put through to Disability Services or email: disinfo@massey.ac.nz.

Appendix 7: Feeling overwhelmed?

Are you…

- Having doubts, sudden feelings of incompetence?
- Having awful realisations of time running out?
- In other words, thinking of withdrawing?

Before you do, ask yourself…

- Will I regret this later?
- Will I feel better after a cup of coffee/the baby has gone to sleep/the weather has improved?
- Do I really have to decide now?
- Should I write to or phone my course coordinator?

Tell yourself…

- I've got this far, I might as well finish.
- I have the right kind of reasons to ask for an extension of time for the assignment.
- I could even send in a draft outline if I am confused and don't know if I'm on the right track.
- There are people around who can help if I ask.

Do…

- Talk about it with your course coordinator. Often students withdraw because, working in isolation, they do not realise that other students are having the same problems and in fact, compared to others, they are doing very well. Make contact and find out how you are going, and what suggestions the course coordinator can make to help you. Discuss withdrawing with your family, your employer and others important to you.
- Get on with what needs to be done now (leave future tasks to the future).

If after all that you find you have no alternative but to withdraw then…

- Check the *Distance Handbook*. Note what date you need to withdraw before if you don't wish to have the course recorded as a failure.
- Please contact Massey University at 0800 MASSEY or email contact@massey.ac.nz to withdraw. But contact me too, if you possibly can. I am interested to hear what your problems have been, and whether there is some way I can make it possible for you to take this course again in a future year.

The only way you can be withdrawn or change your course is to notify the Enrolment Office. Writing to the course coordinator or tutor does not affect your withdrawal.

Appendix 8: Self-evaluation on progress

Weeks ☐ –

This is a self-evaluation for you to complete as best you can. Send it to your course coordinator or tutor as soon as you feel your piece of work is ready for feedback, depending on the amount of feedback you want to convey on your progress. If you wish to have direct contact regarding a difficulty, please state this in Question 4 and your course coordinator will be in touch.

Course Title and Code Number:

Course Coordinator's Name:

Student Name: ID Number:

Put a tick in the box by the most appropriate answer:

1. I have read
   - ☐ all
   - ☐ most
   - ☐ some
   - ☐ very little

   of the Study Guides and Readings for WEEKS …….-…….

2. I have been able to understand
   - ☐ all
   - ☐ most
   - ☐ some
   - ☐ very little

   of the Study Guides and Readings for WEEKS …….-…….

3. Put a tick beside one of the following which best expresses your feelings at this stage of your progress in this course:

☐ (a) I am really satisfied with the work I have finished in WEEKS …….-…….. The study guide, readings and written work are stimulating and I find that I can manage very well with the work load.

☐ (b) I have felt some satisfaction with the work I completed in WEEKS …….-…….. I have learnt a good deal but I do lose the point sometimes. I cannot always complete the readings and written work.

☐ (c) There is too much work expected of me in WEEKS …….-……., and I feel put off by the readings and some of the written work.

☐ (d) There are not enough readings and other study materials to keep me stimulated, and I am making progress through the course very quickly.

☐ (e) I am having quite a few difficulties with WEEKS …….-……., and would like to be contacted so I can get back on track.

4. Write a brief statement about how you see yourself progressing through the course. If you have particular concerns, please state what they are. Be as specific as possible, referring to a particular section of your study guide, or titles of readings.

.....
.....
.....
.....
.....

Thank you for keeping me informed about your progress. Please cut out and send to me at the following address:

Jon Mitchell
Joint Centre for Disaster Research
Massey University
PO Box 756
Wellington 6140
New Zealand

Appendix 8: Course evaluation

130.202 Introduction to Emergency Management in New Zealand

Please send this completed evaluation form in with your final assignment, or mail it at the end of the course to: 130.201 Expedition, Emergency Management, NSATS Assignments Office, Massey University, Private Bag 11555, Manawatu Mail Centre, Palmerston North 4442.

It is deliberately open-ended to permit you to make constructive criticisms. It is intended to be anonymous and will be removed from your mailing prior to passing to the course coordinator.

Many thanks for your cooperation.

Jon (Mitch) Mitchell
130.202 Course Coordinator

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1. **Learning outcomes**
   Did you find that the course met the learning outcomes?
   Comment:
   .....
   .....
   .....
   .....
   .....

2. **Material**
   Please comment on the **appropriateness** of the following material to the Learning Outcomes:
   (a) ***Prescribed Text***
   .....
   .....
   .....
   (b) ***Study guide***
   .....
   .....
   .....
   (c) ***Stream/Online environment***
   .....
   .....
   .....

3. **Assistance from staff**
   Please comment upon the support given by staff.
   .....
   .....
   .....

4. **Comments or suggestions you would like to make**
   .....
   .....
   .....
   .....

Thank you for taking the time to complete this evaluation form.