

School of Government

MMPM 530
LEADERSHIP AND CHANGE IN THE PUBLIC SECTOR
(15 Points)

Trimester 1 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Evan Berman**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 24 February – Wednesday 18 June 2014

Withdrawal from Course

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

1. Your fees will be refunded if you withdraw from this course on or before **Friday 7 March 2014**.
2. The standard last date for withdrawal from this course is **Friday 16 May 2014**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Thursday 27 February 2014	8.30am – 6.00pm
Module Two:	Thursday 1 May 2014	8.30am – 6.00pm
Module Three:	Thursday 12 June 2014	8.30am – 6.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all teaching days

Course Delivery

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

Group Work

Candidates will be expected to work in groups during the modules and collective learning is encouraged but items of assessment will all be conducted individually.

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours (including class contact time) for a 15-point course.

All students are expected and required to contribute to course learning and content by sharing of experiences. This may include making or contributing to ungraded presentations.

Prescription

A review of key theories and models from the organisational change, leadership and organisational development literatures. The primary empirical focus of the course is on the changing requirements of effective leadership within the public sector in New Zealand and beyond.

Course Learning Objectives

At the end of this course, you should have gained:

1. Knowledge of foundational theories of leadership and their application to public sector contexts
2. Appreciation for the role of public service values in guiding public sector leadership
3. Insight into critical challenges faced by leaders in the public sector, and the application and limits of current leadership theories for addressing them
4. A selection of tools and strategies, highlighting leadership, in dealing with such key matters as employee engagement, high performance in organizations, community collaboration and relations with political officials.
5. A deeper awareness of your leadership style and challenges for developing your leadership abilities and performance.

Course Content

Leadership in public organizations occurs not only at the top of organizations, but at all levels, and can be practised by all persons. This course examines themes of leadership and change in the public sector as relevant to post-experience students. It includes foci on leadership theory, the public sector context, critical perspectives, leadership in small group settings, theories of high performance and change management, leadership in cultural contexts, leadership in community settings, relations with political officials, interactions with the media, and more. Mastery is furthered through readings, discussion of public sector cases, and personal application exercises.

Prospective course content:

Module	Date	Topic
1	Thursday 27 February 2014	Leadership Theory and the Public Sector Context Course Introduction Leadership Theory and Competencies Essential Public Sector Context and Values Critical Perspectives and Insights

2	Thursday 1 May 2014	Leading in Public Organizations Leading in Communication, Engagement and Teamwork Change Leadership and High Performance Leadership and Gender
3	Thursday 12 June 2014	Leading in Community and Political Settings Models of Community-Based Leadership Dealing with Political Officials Dealing with the Media Course Conclusion

Readings

Readings are posted online, made available as an assembled course or can be purchased online. The required text for the course is:

- Terry Newell et al (eds). (2012). *The Trusted Leader: Building the Relationships that Make Government Work*. (Washington, DC: CQ Press/Sage), 2nd ed.

This book is available from VicBooks (www.vicbooks.co.nz), the Victoria University bookshop – they have been advised of the usual numbers of students taking this course and the requirement for module preparation. You are advised to purchase or order your copy as soon as possible to ensure you have yours in time to prepare for module one.

Note that course materials, except the required book, will be available on Blackboard no later than two weeks before the start of the module date. The following readings are subject to change and some readings have yet to be identified at this point. Changes will be announced in class or on Blackboard. Changes allow increased consideration student feedback and learning experiences during the course. Please see Blackboard for additional further readings. In addition to that below, there are also readings in connection with assignments.

Blackboard is Victoria University’s online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you’ve logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.

4. The “My Courses” section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

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

Module 1: Leadership Theory and the Public Sector Context

Leadership Theory and Competencies

Required reading

- M. Van Wart. (2012). *Leadership in Public Organizations*, 2nd ed., chapters 3 and 4.
- J. Kouzes and B. Posner. (2012). *The Leadership Challenge*, 5th ed., chapter 1.

Further reading

- B. Jackson and K. Parry (2001). *The Hero Manager: Learning from New Zealand’s Chief Executives*, chapter 11
- B. Jackson and K. Perry (2011). *A Very short, fairly interesting and reasonably cheap book about studying leadership.*” (Thousand Oaks, CA: Sage), chapter 1
- NZ State Services Commission, Leadership competencies:
www.ssc.govt.nz/leadership-success-profile

The Public Sector Context and Values

Required reading

- T. Newell et al (eds). (2012). *The Trusted Leader: Building the Relationships that Make Government Work.*, 2nd ed, introduction & chapter 1.
- P. Northouse, “Leadership Ethics,” in J. West and E. Berman. (2006). *The Ethics Edge* (Washington, DC: ICMA), pp. 46-54.

Further reading

- J. Bowman, “The Ethical Professional: Cultivating Scruples.” in J. West and E. Berman. (2006). *The Ethics Edge* (Washington, DC: ICMA), pp. 24-38.
- L. Terry. (2003). *Leadership of Public Bureaucracies: The Administrator As Conservator*, 2nd ed, chapter 2
- M. Moore, “Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations” *Nonprofit and Voluntary Sector Quarterly* March 1, 2000 vol. 29, pp. 183-208 (strategic triangle)
- R. Berry and T. Bridgman. (2012). *Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade* (ANZSOG case)

Critical Perspectives and Insights

Required reading

- A. Sinclair. (2007). *Leadership for the Disillusioned*. Crows Nest: Allen & Unwin), pp. 17-33 (Todd Reader, 163-171)
- Levy, L. (2011). *Why Leadership matters*. University Of Auckland Business Review, 14(1), 48-57
- A. Huczynski (2006). *Management Gurus*. (New York: Routledge), pp. 295-323
- TBD: (Cultural perspectives on leadership)

Also

- B. Carroll and L. Levy. (2008). Defaulting to management: Leadership defined by what it is not. *Organization*, 15 (1), 75-96.
- J. Kotter (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review* January:96-103.
- A. Khaldi. (2011). Why (Some) Local Government Transformations Fail. *Local Government Chronicle*. www.lgcplus.com/briefings/corporate-core/transformation/why-some-local-government-transformations-fail/5030218.article
- R. Kegan, and L. Lahey. (2001) The Real Reason People Won't Change. *Harvard Business Review* (November): 85-92.

Module 2: Leading in Public Organizations

Leading in Communication, Engagement and Teamwork

Required reading

- Newell et al (eds). (2012). *The Trusted Leader: Building the Relationships that Make Government Work.*, 2nd ed, chapters 2-5
- D. Kolb et al. (2001). *Organizational Behavior: An Experiential Approach*, chapter 9.

Further reading

- E. Berman and J. West. (2003). "Psychological Contracts in Local Government: A Preliminary Survey." *Review of Public Personnel Administration*, vol. 23., no. 4 (December), pp. 267-285.
- E. Berman and D. Berman. (2012). *People Skills at Work*. (New York; CRC Press): chapter 10.

Change Leadership and High Performance

Required reading

- Newell et al (eds). (2012). *The Trusted Leader: Building the Relationships that Make Government Work.*, 2nd ed, chapters 6, 11

Further reading

- Hartley, J., Alford, J., Hughes, O. & Yates, S. (2013). *Leading with Political Astuteness*. Australian and New Zealand School of Government and the Chartered Management Institute, UK.
- Heifetz, R.A. and Laurie, D.L. The Work of Leadership. *Harvard Business Review*, pp. 5 – 14.
- Jackson, B. (2012). A Testing Ground for Global Leadership. *University of Auckland Business Review*, 15, 1: 16-27.
- Kelman, S. (2005). *Unleashing Change: A Study of Organisational Renewal in Government*. Chapter 1 Introduction: Organizational Change and Improving the Performance of Government and Chapter 11: Consolidating Change: Implications for Theory and Practice. Brookings Institution Press: Washington, D.C.
- Case Study: *Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade*. Australian and New Zealand School of Government Case 2013-142.1

Leadership and Gender/Diversity

Required reading

- Carli, L.L. & Eagly, A.H. (2011). Gender and Leadership. Chapter 8 in Collinson, D. Grint, K., Jackson, B. and Uhl-Bien, M. (Eds) *The Sage Handbook of Leadership*. London: Sage, pp. 103-17.

- Guthey, E. & Jackson, B. (2011). Cross-Cultural Leadership Revisited. *The Sage Handbook of Leadership*. London: Sage, pp. 165-178.

Further reading

- Ministry of Women's Affairs (2013). *Realising the Opportunity: Addressing New Zealand's Leadership Pipeline by Attracting and Retaining talented Women*.
- Case Study: *Building the New Generation National Library (A)*. Australian and New Zealand School of Government Case 2009-80.1

Module 3: Leading in Community and Political Settings

Important Note: the following readings are subject to change and will be updated.

Models of Community-Based Leadership

Required reading

- B. Crosby. (2005). Leadership for the Common Public Good. Chapters, chapters 1-3.
- J. O'Flynn. (2012). Collaborative Governance: A new era of public policy in Australia? (Canberra; ANU Press), chapters 4 and 5
- D. Levi-Fleur. (2012). Handbook of Governance. (New York: Oxford University Press), chapters 32, 35

Further reading

- Newell et al (eds). (2012). The Trusted Leader: Building the Relationships that Make Government Work., 2nd ed, chapters 8, 12
- R. Korosec and E. Berman. (2006). "Municipal Support of Social Entrepreneurship." *Public Administration Review*, vol. 66, no. 3 (May/June), 448-462.
- P. M. Jackson & L. Stainsby (2000): The Public Manager in 2010: Managing Public Sector Networked Organizations, *Public Money & Management*, 20:1, 11-16
- Bryson, J. M. (2004). What to do when stakeholders matters: stakeholder identification and analysis techniques. *Public management review*, 6(1), 21-53.
- B. Crosby (2010) Leading in the Shared-Power World of 2020, PAR. Spec sup. S69-S77.

Dealing with Political Officials

Required reading

- Newell et al (eds). (2012). The Trusted Leader: Building the Relationships that Make Government Work., 2nd ed, chapters 9, 10.

Further reading

- H. Hecl. (1977). A Government of Strangers. (Washington, DC: Brookings). Chapter 5 and 6
- Berman, E., Chen, D. Y., Jan, C. Y., & Huang, T. Y. (2013). Public Agency Leadership: The Impact of Informal Understandings with Political Appointees on Perceived Agency Innovation in Taiwan. *Public Administration* 91(2), 303-324.

Dealing with the Media

Required reading

- M. Lee et al (2012). The Practice of Government Public Relations. (New York: CRC Press), chapters 3 and 6.

Course Conclusion: A Focus on Leading One's Career Development

Required reading

- TBD on networking, interviewing, mentoring

Materials and Equipment

Students are expected to have access to a modern computer and Internet, purchase or have access to the required course text, prepare handouts for presentations as appropriate, provide hardcopy of test assignments as appropriate.

Assessment

There are four assessments for this course:

- 1. Quiz 1 – administered at the beginning of Module 2, Thursday 1 May 2014 (25%)**
- 2. Quiz 2 – administered at the beginning of Module 3, Thursday 12 June 2014 (20%)**
- 3. Assignment 1 (assessment) – due Wednesday 16 April 2014 (25%)**
- 4. Assignment 2 (case) – due Wednesday 18 June 2014 (30%)**

Note: You are also expected to contribute to class discussion and avail yourself of opportunity to make class presentations, when possible.

Assignment 1: Personal Assessment/Experiential Reflection

You must choose either Assignment 1A OR Assignment 1B

Due date: Wednesday 16 April 2014

- *Assignment 1A: Retrospective Account of a Personal Change Experience (max 1,500 words)*

In this assignment, you will reflect on a personal change experience – it could be related to your work, your university study or some other aspect of your life. Your task is to (i) analyse the change using conceptual material (concepts, frameworks, theories) as discussed in class or as part of readings, and (ii) identify leadership skills and/or abilities that you feel you would like to build up. Analysis is preferred to description, you should connect to one or more leadership competencies discussed in class, and depth of analysis is preferred to breadth i.e. it is preferable to apply a limited number of concepts in depth, rather than superficial coverage of a wide range of conceptual material. Based on your assessment, which abilities or skills do think might have been more needed at the time? What skills do you want to build up now, and how can you start to make progress towards that in the next few months?

You will be graded based on ability to describe and analyse a personal experience in ways that are clearly and convincingly draw forth multiple leadership competencies, specificity regarding these competencies, and your plan for strengthening these as well as, of course, good professional writing.

- *Assignment 1B: Assessment of Individual Leadership Style (max 1,500 words)*

In this assignment, you are asked to identify and assess your leadership style based on three (3) tests: the DISC test (mentioned in Newell chapter 5), the MBTI (a well-established general personality test with career/relationship implications), and a third leadership test of your choice (please identify. See for example, Newell, p. 60-70). Leadership starts with self-knowledge, and people vary in their styles. Note that test results sometimes point to more than one type, and then you may need to read up on a few styles/types before deciding which one(s) best describe(s) you. In your write-up, discuss such matters as: what is your

leadership style, according to these tests? Which strengths should your type celebrate and why? What weaknesses/liabilities are identified, and do you agree? How do these relate to leadership competencies? Based on all this, which skills might you want to build up, and how can you start to make progress towards that in the next few months? Finally, in your write up, link back to some concepts from the readings.

The MBTI and DISC have some free, online versions:

- MBTI: www.keirsey.com/sorter/register.aspx and www.16personalities.com/ (for the latter, see for any specific type “strengths/weaknesses” and “workplace habits”)
- DISC: <http://discpersonalitytesting.com/free-disc-test/>

You may know or find other versions of these tests.

You will be graded based on your clear and succinct presentation and discussion of conclusions regarding test results, including strengths/weaknesses (see above, ‘in your write-up’), your plan for building up skills, and, of course, good professional writing.

Assignment 2: Case

You must choose either Assignment 2A OR Assignment 2B

Due date: Wednesday 18 June 2014

- *Assignment 2A: Leadership Mindset Analysis (max 2,500 words)*

This assignment has two parts. First, write up a brief case study of a recent leadership incident, situation, decision, event or issue you have confronted in your work experience (you may have a minor or major role). You should spend about 1,000-1,500 words on this.

You will be rewarded for:

- a clear and well-structured case study with a suitably pithy title
- an introduction that explains what you will be tackling in this case study, why you have selected this and how you will be tackling it.
- a strong leadership focus
- detail on self, others and context
- the provision of small details that could lead to insight in Part Two

Second, using the theories and cases discussed in class, as well as your own independent literature search, analyse the leadership dynamics in your case study. You should spend about 1,000-1,500 words on this. It is important that you go into depth on:

- the nature of the leadership dynamics evident in your case study, including your own leadership mindset – that is, the assumptions, definitions and thought processes that you bring to this analysis
- your own contribution to the leadership dynamics in play, and what this may say about your own leadership mindset and capability
- how leadership manifests itself in the case, in terms of the structure of the organisation and the social interactions that take place in the case
- how your leadership learning can be evaluated, developed, and extended in the future

You will be rewarded for:

- reference to class concepts, cases, readings and the wider leadership literature
- an ability to use theory to generate insight into the leadership situation
- the ability to construct an analysis that illustrates depth, sophistication and critique of basic assumptions
- a well-structured, referenced and thoughtful argument

Note that the course instructors will be the only persons to read and review this case study. Your account will be treated with strictest confidence.

- *Assignment 2B: Change Leadership Analysis (max 2,500 words)*

Select a leader who led a change initiative that had a major impact (either positive or negative) upon a public or non-profit sector organisation of your choice. Your task is to conduct secondary (or desk) research – not primary research (e.g. interviews), so you will need to choose a topic where secondary material is available. You should:

- explain why you selected the leader and change initiative
- analyse the role played by the leader
- make an assessment of the reasons behind the success or failure of the change initiative (you may need to speculate or infer from available information)
- draw lessons from your analysis about what should and/or should not be done when leading change
- reference to class concepts, cases, readings and the wider leadership literature
- use theory to generate insight into the leadership situation
- provide well-reasoned analysis and thoughtful arguments

You will be rewarded for attention to the above bulleted points.

Relationship between the assessments and the course learning objectives are as follows:

Learning Objective	Quiz 1 (Mod. 1 & 2)	Quiz 2 (Mod. 3)	Assignment 1 (Assessment)	Assignment 2 (Change Analysis)
1	x	x		x
2	x	x		x
3	x	x		x
4	x	x		x
5			x	

Length Guidelines

The ability to write in an economical style is a valuable skill and therefore word limits should be strictly adhered to. +/- 10% is acceptable, but assignments which are more than 10% over the word limit will have marks reduced. **The word limit is inclusive of tables, figures and appendices but exclusive of the list of references.**

Please submit all assignments in electronic format via Blackboard (instructions to follow).

Students should keep a copy of all submitted work.

Penalties

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

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

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course. You must participate in all modules, subject to the above penalties.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

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

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

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

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet
- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine www.turnitin.com . Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website www.victoria.ac.nz/home/study/plagiarism.aspx .

If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

School of Government Service Standards

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be ‘normal’ practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – www.victoria.ac.nz/about/governance/dvc-academic/publications).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

Standards relating to staff timeliness of responses to email and phone queries:

- Email or phone queries from students will be responded to in 48 hours

Standards relating to availability of course materials:

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

Standards relating to attendance:

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

Variations to the assessment details provided in the course outline:

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

Standards relating to assignments – turnaround and feedback:

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

Student Feedback

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

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
