

**School of Government**

**GOVT 531**  
**LOCAL GOVERNMENT**  
(15 Points)

**Trimester 1 / 2015**

**COURSE OUTLINE**

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**Names and Contact Details**

- Course Coordinator:** **Professor Claudia Scott**  
Room RH 805, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5377  
Email: [claudia.scott@vuw.ac.nz](mailto:claudia.scott@vuw.ac.nz)
- Other Teaching Staff:** **Dr Mike Reid**  
Principal Advisor at Local Government New Zealand, will contribute to the course, as will experienced practitioners from local and central government.
- Administrator:** **Darren Morgan**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5458  
Fax: (04) 463 5454  
Email: [darren.morgan@vuw.ac.nz](mailto:darren.morgan@vuw.ac.nz)
- School Office Hours:** 8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

Monday 23 February – Tuesday 26 May 2015

**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 6 March 2015**.
2. The standard last date for withdrawal from this course is **Friday 15 May 2015**. 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.

<b>Module One:</b>	Tuesday 24 February 2015	9.00am – 5.00pm
<b>Module Two:</b>	Tuesday 14 April 2015	9.00am – 5.00pm
<b>Module Three:</b>	Tuesday 26 May 2015	9.00am – 5.00pm

**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 also available to view on the Victoria University website at [www.victoria.ac.nz/students/study/timetables](http://www.victoria.ac.nz/students/study/timetables) .

**Attendance is required at all teaching days**

## **Course Delivery**

This course is delivered in a modular format over three days each of which includes 6 hours contact time (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by on-line interactive activities between modules which will require a further 6 hours. Attendance at all three modules is expected and completion of assessments and participation in on-line interactive activities is mandatory.

## **Group Work and Assessment**

Assessments in this course will be done on an individual basis; however, there will be activities during modules and between modules which will encourage student interaction and the sharing of ideas and experiences. The course includes some assessment for class participation. Participation in both individual and group work during sessions will be taken into account. An important part of your learning comes from interaction and engagement with others participants.

Some group work will take place during the course; however, written assessments will be prepared and submitted on an individual basis.

## **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.

## **Prescription**

This course explores local government policy and management issues, drawing on both New Zealand and international experience. Emphasis is given to the functions, structures, and financing arrangements of local governments, strategic planning practices, and the interfaces between local government, central government, Māori, and others in the private and community sectors.

## **Course Learning Objectives**

1. Describe key public policy and public management frameworks and assess their relevance and applicability to the local government sector;
2. Analyse contemporary developments in local government and governance, including national and international trends and influences;
3. Describe and analyse the roles and relationships among councils, central government, local communities, Maori and others in the private and community sectors;
4. Recognise the impacts of the Local Government Act 2002 and subsequent amendments on strategic planning practices, performance and capability in the local government sector;
5. Demonstrate insight into current trends and proposals for local government reform drawing on theories and experiences in New Zealand and in other countries.

## **Course Content and Readings**

You will be provided with a personal copy of the following monograph on strategic planning at module one:

- Scott, C., Reid, M., & McNeill, J. (2011). *Local government strategic planning: In theory and practice*. Wellington: Institute of Policy Studies

Other required readings indicated below with an asterisk are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course convenor or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (those with no asterisk in this course outline), a URL will be provided, or the readings will be available on Blackboard.

Some additional readings and handouts will be distributed in class.

A listing of topics and readings follows:

Module 1	Readings
Local Government and Governance	<p>Wolman, H. (2008). Comparing local government across countries. <i>Environment and Planning: Government and Policy</i>, 26, 87–103.</p> <p>Hartwich, O. (2013). <i>A global perspective on localism</i>. Wellington: NZ Initiative and Local Government New Zealand.</p> <p>Slack, E., &amp; Cote, A. (2014). <i>Comparative urban governance</i>. Future of Cities Working Paper. Foresight: Government Office for Science.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/360420/14-810-urban-governance.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/360420/14-810-urban-governance.pdf</a></p> <p>Gough, R. (2009). With a little help from our friends: International lessons for English local government. London: Localis.  <a href="http://www.localis.org.uk/images/articles/jan%2009_with%20a%20little%20help%20from%20our%20friends.pdf">www.localis.org.uk/images/articles/jan%2009_with%20a%20little%20help%20from%20our%20friends.pdf</a></p> <p>* Stewart, J. (2014). An era of continuing change: Reflections on local government in England 1974–2014, <i>Local Government Studies</i>, 40(6), 835–850.</p>
New Zealand Local government: functions, structures and finance	<p>Local Government New Zealand (LGNZ). (2013). <i>Grow The elected members' governance handbook</i>. Wellington: LGNZ.</p> <p>Department of Internal Affairs. (nd). <a href="http://www.localcouncils.govt.nz/">www.localcouncils.govt.nz/</a> (this webpage provides basic information on councils)</p> <p>Local Government New Zealand (LGNZ). (2015). <i>Local government funding review: a discussion paper</i>. Wellington: LGNZ  <a href="http://www.dia.govt.nz/Better-Local-Government-Background#background4">www.dia.govt.nz/Better-Local-Government-Background#background4</a></p>
Theories and Normative Frameworks to Guide Policy and Management Practice	<p>Bailey, S. (2004). Strategic issues for local public finance. In <i>Strategic Public Finance</i> (pp. 223-242). Palgrave Macmillan.</p> <p>Dollery, B., &amp; Wallis, J. (2001). Market failure. In <i>Market failure, government failure, leadership and public policy</i> (pp. 10–38). Cheltenham: Edward Elgar.</p> <p>Dollery, B., &amp; Wallis, J. (2001). <i>Local government failure</i>. Economics Discussion Papers No. 0212. Dunedin: University of Otago</p>
Strategic Planning, Management and Leadership	<p>Bryson, J. (2003). Strategic management and planning. In G. Peters &amp; J. Pierre (Eds.), <i>Handbook of Public Administration</i> (pp. 38–47). London: Sage.</p> <p>Scott, C., Reid, M., &amp; McNeill, J. (2011). <i>Local government strategic planning: In theory and practice</i>. Wellington: Institute of Policy Studies. Introduction, Chapters 1 &amp; 2 (pp. 1-84)</p> <p>Local Government New Zealand. (2014). <i>Elected members' guide to the Long Term Plan</i>. Wellington: LGNZ</p> <p>Hambleton, R. (2011). <i>Place-based leadership in a global era</i>. Commonwealth Local Government Research Colloquium (13–15 March). Cardiff  <a href="http://www.clgc2011.org/userfiles/7/files/Robin%20Hambleton%20Place-based%20leadership%20in%20a%20global%20era%20110218.pdf">www.clgc2011.org/userfiles/7/files/Robin%20Hambleton%20Place-based%20leadership%20in%20a%20global%20era%20110218.pdf</a></p>

Module 2	Readings
Strategic Planning: from theory to practice	Scott, C., Reid, M., & McNeill, J. (2011). <i>Local government strategic planning: In theory and practice</i> . Wellington: Institute of Policy Studies. Chapters 3-5 skim (pp. 85-204).
The Auckland Council	<p>* Reid, M. (2009). The Auckland debate: Is big city governance always this difficult? <i>Policy Quarterly</i>, 5(2), 39–44.</p> <p>* Reid, M. (2013). Amalgamation in New Zealand: An unfinished story? <i>Public Finance and Management</i>, 13(3), 239–265.</p> <p>Crothers, C., Fletcher, M., Hanna, K., McGregor, J., Neill, C., &amp; Wilson, D. (nd). <i>Super city: State of Auckland</i>. Auckland: AUT.  <a href="http://www.supercityproject.aut.ac.nz/_data/assets/pdf_file/0020/401483/Report_final.pdf">www.supercityproject.aut.ac.nz/_data/assets/pdf_file/0020/401483/Report_final.pdf</a></p>
Wellington governance reforms	<p>Local Government Commission. (2014). <i>Draft Proposal for the Reorganisation of Local Government in Wellington: A guide</i>.  <a href="http://www.lgc.govt.nz/assets/Uploads/Wellington-Reorganisation-Guide-Dec-2014.pdf">www.lgc.govt.nz/assets/Uploads/Wellington-Reorganisation-Guide-Dec-2014.pdf</a> (look at Local Government Commission website and other Wellington council websites for further details).</p> <p>TDB Advisory (2014) Governance Options for the Wellington and Wairarapa Regions: A Commercial Assessment <a href="http://www.tdb.co.nz/documents/050813-TDB-assessing-regional-governance-options.pdf">www.tdb.co.nz/documents/050813-TDB-assessing-regional-governance-options.pdf</a></p>
<p>Case Studies:</p> <ul style="list-style-type: none"> <li>• the Christchurch recovery</li> <li>• meeting Auckland’s transport needs</li> </ul>	<p>Cameron Partners. (2014). <i>Review of (A) Funding Requirements &amp; Options and (B) Organisational Architecture</i>  <a href="http://resources.ccc.govt.nz/files/TheCouncil/policiesreportsstrategies/reports/CameronPartnersReviewAugust2014.pdf">http://resources.ccc.govt.nz/files/TheCouncil/policiesreportsstrategies/reports/CameronPartnersReviewAugust2014.pdf</a></p> <p>Consensus Building Group. (2014). <i>Funding Auckland’s transport future: Final report</i>.</p> <p>Scott, C., Reid, M., &amp; McNeill, J. (2011). <i>Local government strategic planning: In theory and practice</i>. Wellington: Institute of Policy Studies. Chapters 6 &amp; 7 skim (pp. 205-262).</p>

<b>Module 3</b>	<b>Readings</b>
The Central-Local Relationship	<p>Reid, M. (2012). Managing central-local relationships: The case of New Zealand. <i>Commonwealth Journal of Local Governance</i>, 11.  <a href="http://epress.lib.uts.edu.au/journals/index.php/cjlg/article/view/3055">http://epress.lib.uts.edu.au/journals/index.php/cjlg/article/view/3055</a></p> <p>Brackertz, N. (2013). Political actor or policy instrument? Governance challenges in Australian local government. <i>Commonwealth Journal of Local Governance</i>, 12.  <a href="http://epress.lib.uts.edu.au/journals/index.php/cjlg/issue/view/272">http://epress.lib.uts.edu.au/journals/index.php/cjlg/issue/view/272</a></p> <p>Reid, M. (2011). Local government's quest for constitutional status. In J. Drage, J. McNeill, &amp; C. Cheyne (Eds.), <i>Along a fault line: New Zealand's changing local government landscape</i> (pp. 27-41).</p>
Performance and Capability in Local Government	<p>Improvement and Development Agency (I&amp;DeA). (2010). <i>A manager's guide to performance management (2<sup>nd</sup> ed.)</i>. London: I&amp;DeA.</p> <p>New Zealand Productivity Commission. (2013). <i>Towards better local regulation</i>. Wellington. (Report summary slide show). The full report is at: <a href="http://www.productivity.govt.nz/sites/default/files/towards-better-local-regulation.pdf">www.productivity.govt.nz/sites/default/files/towards-better-local-regulation.pdf</a></p> <p>Behn, R. (2014). <i>The performance stat potential: A leadership strategy for producing results</i>. Washington, DC: Brookings Institution. Chapter 3 (pp. 26-42).</p>
Reform Options and Scenarios for the Future	Class presentation and discussion based on project work (see Blackboard for further information).

## Assessment

### Overview

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>	<b>Guidelines</b>	<b>CLOs</b>
1. Essay	Wednesday 25 March 2015	30%	2,000 words maximum	1, 3, 4
2. Project	Tuesday 12 May 2015	50%	3,000 words maximum and 2-page summary	2, 3, 5
3. Inter-module work	Between modules 1 & 2 Between modules 2 & 3	5% 5%	Two blogs (500 words max each) on local government issues	5
4. Participation in class discussion	During all three modules	10%		1, 2, 3, 4, 5

Please submit ALL assignments by email attachment to [sog-assignments@vuw.ac.nz](mailto:sog-assignments@vuw.ac.nz) AND [claudia.scott@vuw.ac.nz](mailto:claudia.scott@vuw.ac.nz) . Provide a word count (excluding references) on the cover sheet of each assignment and **DO NOT** exceed the word limits.

**Students should keep a copy of all submitted work.**

## Details

1. Essay: 30%; 2,000 words maximum; due Wednesday 25 March 2015

Report on ONE of the following two topics:

- a. Draw on theories of market failure and assess the degree to which they provide a rationale for the current roles and functions of local government in New Zealand \*. Explain aspects of roles and functions where the rationale is not demonstrated.

OR

- b. Assess the degree to which current arrangements surrounding the roles, functions, structures and financing arrangements for local governments in New Zealand \* are consistent with Bailey's normative principles and promote strong local government. Identify areas where these principles are not being met and propose some modifications to better reflect these principles.

*\* You may choose to address the assigned topic for another local government system with which you are familiar.*

2. Project: 50%; 3,000 words maximum; due Tuesday 12 May 2015

Select **one** of the three topics below for your project work.

- a. Select a specific policy or management practice \* which may be ripe for change. Analyse the merits of possible changes as follows:
  - i. Draw on relevant academic and practitioner literature, both New Zealand and international, to identify the strengths, weaknesses, opportunities and threats associated with maintaining the existing policy or management practice.
  - ii. Develop some options for reform which are worthy of consideration. You may consider options which have been identified in the literature or observed in practices elsewhere, but you are also encouraged to propose new options as well.
  - iii. Develop explicit criteria for assessing and comparing the options. Analyse and compare the options in terms of their ability to meet the criteria you have identified.
  - iv. Rank the options and be sure to provide information, evidence and arguments to support your analysis and conclusions.

OR

- b. Select two units of local or regional government in New Zealand and compare their Long Term Plans under the LGA 2002. Assess whether the strategic priorities are well-suited to the context and show 'goodness of fit' in relation to the roles and functions of the council and reflect good/best practice. Comment on the likely impact of the strategic plans on council performance and capability. Be sure to present information, evidence and arguments to support your analysis and conclusions.

OR

- c. Select some aspect of local government reform \* which is currently under discussion, consultation or investigation. Undertaken research and analysis to gain an appreciation of the reform proposals and the strengths and weaknesses of the different options under investigation. To what extent are current arrangements and proposals for reform consistent with specific theories and good / best practice principles? Be sure to provide information, evidence and argument to support your analysis and conclusions.

*\* If you choose topic 1 or 3, you may answer with respect to a non-New Zealand local government system with which you are familiar.*

3. Inter-module Blogs: 5% each between Modules 1 & 2 and Modules 2 & 3; 500 words each  
Between modules, you will participate extensively in the course blog (amounting to about 500 words in total between each module). Blogs should focus on current local government issues and trends, and should include discussion that links the issues to the course discussions and readings. Each participant is expected to make at least one post on the Blackboard blog and to comment substantively (i.e. > 100 words) on the blogs posted by other students. Assessment will be based on your reflection, insight and contribution to the collective discussion.

### **Note on Quality Assurance**

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.

### **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.



## Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
Fail	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

## Access to Blackboard

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. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to [www.myvictoria.ac.nz](http://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.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

## **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](http://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](http://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](http://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](http://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.

## **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.

Participation in on-line interactive activities is mandatory.

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

## **Communication of Additional Information**

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward) .

## **Student Feedback**

Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://www.cad.vuw.ac.nz/feedback/feedback_display.php) .

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

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