TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MAPP 524
INSTITUTIONS AND THE POLICY PROCESS
(MINISTRY OF TRANSPORT)
(15 Points)

Trimester 2 / 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	**Associate Professor Graham Hassall** Room RH 826, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5047 Fax: (04) 463 5454 Email: graham.hassall@vuw.ac.nz
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
School Office Hours:	8.30am to 5.00pm, Monday to Friday

Note: Professor Claudia Scott is the Director of the Ministry of Transport's Applied Policy Adviser Development Programme and will contribute to session 3 of the course. She can be contacted at email: claudia.scott@vuw.ac.nz or telephone: (04) 463 5377.

Trimester Dates

Monday 29 June – Friday 11 September 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). Ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

The standard last date for withdrawal from this course is **Friday 21 August 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 or at
www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc .

Class Times, Room Numbers and Course Delivery

This course will be delivered in six sessions on the following days, and times:

Session 1:	**The Contemporary Public Sector**	Monday 29 June 2015, 9.30am – 2.00pm
Session 2:	**Global Policy Drivers**	Monday 6 July 2015, 9.30am – 2.00pm
Session 3:	**Parliament in the policy process**	Monday 20 July 2015, 9.30am – 2.00pm
Session 4:	**Regulation**	Monday 27 July 2015, 9.30am – 2.00pm
Session 5:	**Public Sector Practices I**	Monday 17 August 2015, 9.30am – 2.00pm
Session 6 & 7:	**Public Sector Practices II** **And Presentations**	Monday 31 August 2015 (TBC), 9.00am – 5.00pm

Location: All sessions will be held in Room RWW 501, Level 5, Railway West Wing, Pipitea Campus.

An indication of daily session times is:

Time	Session
9.30am – 11.30am	1
11.30am – 12.00pm	Break
12.00pm – 2.00pm	2

Course Learning Objectives

By the completion of the course, participants will be able to:

- Distinguish between classic Weberian approaches to bureaucracy and contemporary public sector practices.
- Explain the changing context for public administration and management within New Zealand, including public management reform and the emergence of the 'governance' paradigm;
- Appreciate the influence of actors and institutions – whether domestic or international - on the policy process and wider policy system;

Course Content

The course examines the political and institutional context of public policy making in New Zealand, but with wider application. General topics covered include institutions and ideas, the nature of bureaucracy and executive power, professionalism, accountability and responsibility, and 'governance'. The course considers various aspects of institutions and ideas that form the foundation to many contemporary systems of government. We look at these with attention to Westminster-styled democracies, including the specific context and institutions in New Zealand. We also consider drivers of change and key innovations in thought and practice. We also give attention to some key attributes that inform teaching and learning at VUW – such as leadership, communication, critical and creative thinking. All participants are expected to contribute to discussion and engage in a presentation on group specific research projects. The course has been tailored to the requirements of the Ministry of Transport and emphasis will be placed on applying and linking concepts and theories to practice.

Session 1:   Monday 29 June 2015   9.30am – 2.00pm

The Contemporary Public Sector

This session will compare the traditional notion of "bureaucracy" with contemporary understandings of the theory and practice of the "public sector". It will explore what Toye terms the "ambiguity of bureaucracy". Toye's theme is taken up by Mulgan, who asks whether a series of reforms to New Zealand's public sector have increased accountability, or improved performance. This discussion will set the class up for subsequent discussion of public sector practices.

Readings

Mulgan, R. (2004). Public sector reform in New Zealand: Issues of Public Accountability. *Asia Pacific School of Economics and Government Discussion Papers. Policy and Governance* (03).
Toye, J. (2006). Modern Bureaucracy. *United Nations University - UNU WIDER, Research Paper No. 2006/52*.

Websites

www.dpmc.govt.nz/policyproject
www.ssc.govt.nz/our-work

Session 2:   Monday 6 July 2015   9.30am – 2.00pm

Global Policy Drivers

Public policy at national level is often associated with "global policy drivers". This session explores the notions of global policy drivers and "global policy networks". To what extent are such organizations as OECD, APEC, WTO, the United Nations, and other intergovernmental and professional organizations driving policy development?

Readings

Benner, T., Reinicke, W. H., & Witte, J. M. (2004). Multisectoral Networks in Global Governance: Towards a Pluralistic System of Accountability. In D. Held & M. Koenig-Archibugi (Eds.), *Global Governance and Public Accountability*: Wiley-Blackwell Publishing.

Cheung, A. B. (1997). Understanding Public Sector Reforms. *International Review of Administrative Sciences, 63*(4), 435-457.

McNutt, K., & Pal, L. A. (2011). "Modernizing Government": Mapping Global Public Policy Networks. *Governance: An International Journal of Policy, Administration, and Institutions, 24*(3), 439–467.

New Zealand Treasury. (2009). International Connections and Productivity: Making Globalisation Work for New Zealand. *Productivity Paper, 01*.

Pal, L. A. (2012). *Public Sector Organizations: Frontiers of Governance: The OECD and Global Public Management Reform,* Palgrave Macmillan.

Stone, D. (2008). The New Networks of Knowledge: Think Tanks and the Transnationalization of Governance. *Social Science Research Council*.

Websites

www.mfat.govt.nz/Foreign-Relations/index.php
www.oecd.org/
www.apec.org/

Session 3:   Monday 20 July 2015   9.30am – 2.00pm

Parliament in the policy process

Much has been said about executive dominance in Westminster systems. In the case of New Zealand, part of the argument in favour of adoption of the MMP electoral system in 1996 was to diversify representation in the legislature. This session will examine the influences on the parliamentary committee system, including by the executive.

Guest presentation: William Michael

Readings

Levine, S., & Roberts, N. S. From Lobby Fodder to Leadership: New Zealand Parliamentarians and Select Committees. *Political Science, 56*(2), 39-49.

Mitchell, A. (1993). The New Zealand way of committee power. *Parliamentary Affairs, 46*(1), 91+.

Prebble, M. (2010). *With Respect. Parliamentarians, officials, and judges too*. Wellington: Institute of Policy Studies. (introduction and chapter 4 "The everyday paradox")

Websites

www.ssc.govt.nz/upload/downloadable_files/officials-selectcommittees-guidelines07.pdf

Session 4:   Monday 27 July 2015   9.30am – 2.00pm

Regulation (Claudia Scott)

This session will provide an introduction to contemporary issues in regulatory policy. It will define key concepts, theories and frameworks surrounding regulatory policy and their relevance to practices in the New Zealand public sector.

Readings

Baldwin, R., Cave, M., & Lodge, M. (2010). The Oxford handbook of regulation. Oxford University Press, chapter 1.
New Zealand Productivity Commission. (2014). Regulatory institutions and practices. Available at: www.productivity.govt.nz/sites/default/files/regulatory-institutions-and-practices-final-report.pdf . Read the summary and look at the submissions.
Mumford, P. (2011). Drivers for performance-based regulation and its limitations. In Enhancing performance-based regulation: Lessons from New Zealand's building control system (pp. 31–46). Wellington: Institute of Policy Studies. Case Study: Leaky Buildings ANZSOG. (2012)
ANZSOG. (2012). A new future for the building industry (and case study questions). ANZSOG: Case Study Series. Consider the Case Study questions in preparation for a class discussion.

Session 5:   Monday 17 August 2015   9.30am – 2.00pm

Public Sector Practices I

This session will focus on current public sector practises, including:

- more shared services between agencies (www.oag.govt.nz/2014/cass/docs/cass.pdf)
- performance assessment (www.ssc.govt.nz/sites/all/files/SSC-fouryearplan-2015-19-4jun15-performance-framework.pdf)

Guest presentation: Office of the Auditor-General

Readings

Please review the websites listed above, and the readings set out below:

New Zealand Government. Controller and Auditor-General. (2014). Setting up Central Agencies Shared Services. Online at www.oag.govt.nz/2014/cass/docs/cass.pdf .
New Zealand Government. Controller and Auditor-General. (2014). Ministry of Social Development: Using a case management approach to service delivery. Online at: www.oag.govt.nz/2014/msd-case-management/docs/msd-case-management.pdf

Sessions 6 & 7:   Monday 31 August 2015 (TBC)   9.00am – 5.00pm

Public Sector Practices II

This session will focus on current public sector practises, including:

- increasing productivity (www.productivity.govt.nz/)
- improving programme delivery (www.msd.govt.nz/about-msd-and-our-work/work-programmes/better-public-services/index.html , www.msd.govt.nz/about-msd-and-our-work/work-programmes/initiatives/social-sector-trials/index.html , and www.ssc.govt.nz/better-public-services); and
- partnerships with non-state providers (www.msd.govt.nz/about-msd-and-our-work/work-programmes/investing-in-services-for-outcomes/index.html).

Guest presentation: Ministry of Social Development

Readings

Please review the websites listed above, and the readings set out below:

Grube, D. (2015). Responsibility to Be Enthusiastic? Public Servants and the Public Face of "Promiscuous Partisanship". *Governance: An International Journal of Policy, Administration, and Institutions, 28*(3), 305–320.

Group Presentations

In this session, each of 8 groups will make a 15 minute presentation of findings, followed by questions and peer feedback.

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 for a 15-point course.

Prescription

This course examines the political and institutional context in which public policy is developed and implemented. It focuses on the relationship between politics and public administration and management, executive power and accountability, particularly following state sector reform and MMP.

Readings and Other Resources

There will be no set text for this course. Instead, the course readings indicated above will be available on Blackboard, 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 .
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 . See 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.

Online resources:
In addition to academic and official publications, portals such as the following are also valuable resources:
- Australian National Institute for Public Policy http://publicpolicy.anu.edu.au/
- Australian Policy Online http://apo.org.au/ (includes a New Zealand section)
- Policy Quarterly http://ips.ac.nz/publications/publications/list/10
- Political Science http://pnz.sagepub.com/content/by/year
- Australasian Study of Parliament Group www.aspg.org.au - includes "Australasian Parliamentary Review".

Public Policy Repositories in New Zealand:
- NZIER – www.nzier.org.nz
  The authority on independent economic research in New Zealand.
- MOTU – www.motu.org.nz
  A "non-profit research institute that carries out high quality, long-term, socially beneficial research programmes. We aim to promote well-informed debate on public policy issues, placing special emphasis on issues relevant to New Zealand policy".
  - Publication search: www.motu.org.nz/publications
  - Working papers: www.motu.org.nz/publications/working-papers

- MFAT – www.mfat.govt.nz
  The Ministry of Foreign Affairs and Trade's website provides a range of publications:
    - Corporate: Annual reports.
    - Trade and business: e.g. Closer economic partnerships and a guide to ASEAN
    - Newsletters: e.g. Reviews of Hong Kong, Taiwan and Korea
- DigitalNZ – www.digitalnz.org
  A New Zealand government initiative and enables people to "find, share and use New Zealand's digital content".
- Knowledge Basket – www.knowledgebasket.co.nz
  A New Zealand-based private company providing links to 9 online databases:
    - LegislationNZ
    - Linkz
    - Listserv
    - Maori land court minute book index
    - New Zealand Index
    - Newztext
    - New Zealand Refugee Law
    - Taonga
    - Waitangi tribunal

  Some content is only available through a paid subscription. LegislationNZ, Taonga and Listserv are completely free databases but Newztext is partially free and there are fees to use the services for the other databases.

Public Policy Repositories in Australia:
- Policy Library: www.policylibrary.com
- Australian Policy Online: www.apo.org.au
- Australian Public Affairs: www.nla.gov.au/apais/

Other online databases:
- Proquest: http://proquest.umi.com/pqdweb?RQT=403&TS=1292366595&clientId=7511
- Ebrary: http://site.ebrary.com/lib/vuw/home.action

Assessment

The Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

The course has three assessment exercises:

1. **Assignment 1** (1,500 words – 35%) Due Friday 24 July 2015
2. **Assignment 2** (1,500 words – 35%) Due Friday 21 August 2015
3. **Assignment 3** (presentation – 30%) Due Friday 4 September 2015 (TBC)

All assignments (with a cover sheet) are to be submitted via Blackboard by the due date.

Assignment 1

Question:

New Zealand is known for innovation in the public sector, and for the adoption of new governance practices. Given that these innovations have changed the "traditional" role of the "bureaucrat", what do you regard as the key challenges facing contemporary public servants?

Length: up to 1,500 words – excluding footnotes
Value: 35%
Due date: 9.00pm, Friday 24 July 2015

Assignment 2

Answer one of the following questions:

1. Using policy networks with which you are familiar as a point of reference, assess the extent to which they meet the needs of their members, and provide suggestions as to how they could be made more effective.
2. Regulatory Impact Statements are integral to policy articulation in New Zealand: how effective is the RIS process as a mechanism for ensuring good policy processes and analysis? How could be improved?

Length: up to 1,500 words – excluding footnotes
Value: 35%
Due date: 9.00pm, Friday 21 August 2015

Assignment 3: Group Project

The Group Project focuses on the role that ICTs (Information and Communication Technologies) plays, or can play, in policy processes. The topics for research projects will be identified in class. The 30% mark for the Research Project is divided into two parts: 15% for group work and 15% for your individual work.

Value: 30% (15% for group mark & 15% for individual contribution)
Group Presentations: Monday 31 August 2015 (TBC)
Individual Diary (Length: up to 1,500 words – excluding footnotes), due date: 9.00pm, Friday 4 September 2015 (TBC)

Individual Mark: The Research Diary

Your individual mark will depend on the quality of your individual research report. As the table above shows, you are expected to report on the following:

1. **Describe the ICT-related sites and processes that you identified through research and make an assessment of the quality of the materials available on these sites**.
   For instance, since good policy-making requires identification of authoritative, timely, and comprehensive source material, you should report on the sites that your research has identified, and report on the quality of information provided. Conversely, you may find sites that are problematic and give the reasons for this.

2. **Quality of contribution to group process.**
   The group assignment is inspired by fact that real-world challenges and tasks invariably require cooperation and networking with others. What efforts have you made during this project to a) contribute leadership; b) foster collaboration; c) overcome obstacles; d) clarify group tasks; e) achieve group objectives? These are just some of ways in which you may document your contribution as leader, communicator, and critical and critical thinker.

Keep in mind that the individual report is your way of adding value to what is expressed in the group report. Each team member will have explored the technology paths in different directions and will then have had to make decisions on what to fold into the group report. Your individual report provides the opportunity to explain and evaluate these individual explorations.

Group Mark: The Research Presentation
Deliverables: Presentation in class

Hard copy of group report: this may be a PowerPoint presentation or report in some other format. Word-length/page-length: ten pages maximum including text and images.

Students should keep a copy of all submitted work.

Class Attendance

Attendance is <u>required</u> at all six sessions.

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, you must notify Professor Claudia Scott, Director of Ministry of Transport Applied Policy Advisory Programme to explain why you will not be able to attend. If you become aware after a course starts that you will be unable to attend a significant part of a day (i.e. more than two hours), you must advise the course coordinator explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

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.

Pass/Fail	Grade	Normal range	Indicative characterisation
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
	C-	50% - 54%	Adequate evidence of learning
Fail	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	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
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

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.

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.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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.

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 .

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.

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