

School of Government

## **PUBL 207 Environmental policy**

Trimester 2, 2015

### **COURSE OUTLINE**

#### **Names and Contact Details**

**Course Coordinator**            **Dr. Valentina Dinica**  
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#### **Trimester Dates**

Teaching Period: Monday 13<sup>th</sup> July – Friday 16<sup>th</sup> October

Study Period: Monday 19<sup>th</sup> October – Thursday 22<sup>nd</sup> October

Examination Period: Friday 23<sup>rd</sup> October – Saturday 14<sup>th</sup> November (inclusive)

#### **Withdrawal from Course**

1. Your fees will be refunded if you withdraw from this course on or before Friday 24<sup>th</sup> July 2015.
2. The standard last date for withdrawal from this course is Friday 25<sup>th</sup> September 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*’ form including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks or [online](#).

#### **Class Times and Room Numbers**

##### *Lecture dates:*

Tuesdays: 14, 21, 28 July; 4, 11, 18 August; 8, 15, 22, 29 September; 6 and 13 October; for all dates, lecture times are: 3.10 – 5.00 pm in Room FT77/306, (Fairlie Terrace 77, Level 3)

##### *Tutorial times (starting in the second week of the Trimester):*

- Weds 10.00-10.50 am and 11.00-11.50 am, in KK104 (New Kirk) and
- Thursdays 15.10-16.00 am and 16.10-17.00 in KK203.

## Course Delivery

This course is delivered via one lecture per week lasting for two hours (including a ten minutes break), and one tutorial per student per week (beginning from the second week). Blackboard will be used for further communication and assignments' uploading by students.

## Prescription

The analysis of environmental policy and natural resources problems and policy which draws on the interface between the natural sciences, economics, law, ethics and politics.

## Course Learning Objectives

- (1) Analyse key features and dimensions of environmental problems and sustainable development challenges (MA9)
- (2) Analyse the ethical and knowledge/scientific underpinnings of positions that people and organizations take in environmental conflicts and policy debates (MA6, MA9)
- (3) Explain the basic activities and actors involved in policy processes at national level
- (4) Critically assess a range of policy options drawing on key theories of policy instruments, and select effective policies interventions for particular problems (MA1, MA7, MA11)
- (5) Critique processes for public participation and the involvement of scientific research in decision making processes (MA3, MA4)
- (6) Assess the institutional constraints and opportunities for environmental policy integration across policy domains and coordination across multi-level governance scales (MA4, MA11)

<b>Major Attributes: PUBL majors will be able to:</b>	
Judge the defining features of good policy analysis and advice and appraise how they are best produced	(MA 1)
Understand the influence of political ideas and philosophies, and of constitutional and political institutions on public policy	(MA 2)
Understand the contribution of quantitative and qualitative methods in policy analysis	(MA 3)
Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and understand the distinction between government and governance	(MA 4)
Appraise different disciplinary contributions to the development, implementation and evaluation of public policy	(MA 5)
Judge the relevance and importance of evidence in policymaking	(MA 6)
Apply various methods of policy analysis, and identify insights that might be drawn from other policy jurisdictions	(MA 7)
Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options	(MA 8)
Analyse complex policy issues from multiple perspectives and identify opportunities for innovation	(MA 9)
Express ideas succinctly and persuasively both in written form and orally	(MA 10)
Construct and articulate rationales for public policy intervention	(MA 11)
Understand the significance of ethics and accountability in the study and practice of public policy	(MA 12)
Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand	(MA 13)

## **Group Work**

Group work will be required in tutorials and some lectures. Students will need to come prepared, having read all the required readings for the respective tutorial/lecture.

## **Expected Workload**

This 20 point course requires students to spend no less than 16 hours per week of work (during the 12 teaching weeks), of which 3 hours related to lecture and tutorial attendance. Please consider the following option to allocate the 200 hours across different course related activities: 24 hours lectures; 12 hours tutorials; 70 hours for research and writing assignments and/or exam preparation; 82 hours reading and reflecting on papers in the Reader; 12 hours preparation for and reflections on tutorials. (This is not a prescription; just a suggestion on how you may go about planning your time). It is important that you pace yourself with regular committed work right from the beginning. Coasting along and then finding a pile of work is a route to stress.

## **Important notices:**

1. Tutorials are not compulsory in PUBL 207 so it is essential that if you choose to attend, you turn up well-prepared and that you are willing to be a participant. Tutorials are not lectures and rely on your participation and discussion.
2. The assignment has a similar assessment status to an exam. This means that you are expected to engage in addressing the assignment questions *independently*, by means of reflecting on the lectures, reading materials and collecting empirical data and other relevant information on your own. Tutors, (guest) lecturers and the coordinator should not be involved in addressing your assignment questions or checking your draft answers (just as during an exam one is not allowed to ask for confirmation of draft answers from the grader, before submitting the exam paper). Tutorial time can be used to clarify any reading and lecture content that you might find relevant for the assignment questions (but without going into unreasonable levels of detail on how individual questions should be answered for individual assignments).
3. In terms of engagement with tutors, please keep in mind that tutors have a limited time, contractually (two hours weekly per tutor), for replying emails related to lecture or tutorial content. This time has to be divided equally among students. For example if a tutor is responsible for 40 students (delivering two tutorials for max 20 students each) and has a maximum allocation of 120 minutes weekly, this means that the tutor cannot spend more than 3 minutes weekly on your query (or 3 x 12 weeks = 36 minutes for the whole course per student, for both face-to-face and email contact).

Therefore, in order to succeed in this course you need to take responsibility for your learning and do not rely exclusively on teaching and tutorials time, and emails/consultation with your tutor.

## **Course description**

This course is an introduction to environmental policy and it is divided in two parts. Part 1 consists of six sessions (two hours each) dedicated to the exploration of environmental problems in the wider context of sustainable development challenges. Environmental issues present particular features, such as: transboundary issues (local emissions, regional/global impacts), fragmentation of problem-solving competences, externalities resulting in significant social inequity within and across generations, impact measurement and monitoring problems across spatial and temporal scales. These features pose serious challenges for policy-makers. Classical policy instruments are often necessary but not sufficient to address environmental problems, which have been most often

characterized as ‘wicked’. Part 1 will examine both classical and innovative policy interventions, focusing primarily on what governments, businesses and individuals can do at national levels. Analytically, two ex-ante evaluation criteria will be paid specially attention: the effectiveness and equity performance of policy instruments and ‘packages’. Public and private actors will also be explored, to understand their role in the design and implementation of environmental policy interventions.

Part 2 will move towards wider and more complex aspects, such as: what is the role of science and scientific uncertainties in environmental policy processes? How can citizens and organized groups (stakeholders) contribute to better environmental decisions and adequate policy implementation? What kinds of collaborative approaches work best in which circumstances? Experiences worldwide show that environmental policies are often not implemented at all, or are implemented with long delays, inadequately, or only partially. What influences implementation – are behavioural or institutional/governance factors stronger explanatory factors? This part also explores how environmental concerns should be integrated across governmental departments, governance levels, and societal structures (individual communities, professional networks), in order to truly achieve environmental policy goals, and shift development towards sustainable patterns. Such integration challenges will require significant institutional and governance innovations, to make sure future generations are enabled to live fulfilling lives on an ecologically healthy planet.

## **Course Content and Readings**

*(N.b. given that a number of guest lecturers are involved in this course, the order of lectures may be subject to change. The readings below refer to required readings. Several supplementary readings have been recommended in advance, in relation to the intended contributions from guest lecturers. As the course progresses, students may be directed towards more required and supplementary readings to assist with learning in relation to lecture content)*

### **Part 1 - Understanding environmental problems and (behavioural) policy intervention options** (Sessions 1 to 6, up to the mid-term break)

#### **Session 1 (14 July)**

##### Topics

- Environmental problems and broader sustainability challenges: from local to global level
- Frameworks for the conceptualization of environmental and nature resource challenges

##### Readings

1. World Commission on Environment and Development: *Our Common Future*. Pp. 1-27 and 40-58.
2. United Nations, Department of Economic and Social Affairs (2013). *Sustainable Development Challenges*. New York. Pp. v – 27.
3. Garret Hardin. 1968. Tragedy of the Commons. *Science*. 162:1243-1248
4. Ostrom, E, J Burger, CB Field, RB Norgaard, and D Policansky. (1999). “Revisiting the Commons: Local Lessons, Global Challenges” *Science* 9 April 1999: 278-282. [DOI:10.1126/science.284.5412.278]
5. Adams, WM, D Brockington, J Dyson, B Viral. (2003). “Managing Tragedies: Understanding Conflict over Common Pool Resources”, *Science* 12 December 2003: 1915-1916. [DOI:10.1126/science.1087771]
6. Rev. Maori Marsden. (1992). “Kaitiakitanga: A Definitive Introduction to the Holistic World View of the Maori” available at [http://www.marinenz.org.nz/documents/Marsden\\_1992\\_Kaitiakitanga.pdf](http://www.marinenz.org.nz/documents/Marsden_1992_Kaitiakitanga.pdf) (24 pages)

## **Session 2 (21 July)**

### Topics

- Environmental and sustainability problems: characteristics and special challenges from policy and governance standpoints
- Approaches to environmental policy

### Readings

7. Hisschemöller, M. and R. Hoppe. (1996). "Coping with Intractable Controversies: The Case for Problem Structuring in Policy Design and Analysis", in *Knowledge and Policy* 8:40-60.
8. Dovers, S.R. (1996). "Sustainability: demands on policy", *Journal of Public Policy* 16(3):303-318.
9. Mickwitz, P. (2003). "A framework for evaluating environmental policy instruments", *Evaluation* 9(4): 415-436. Available at [http://www.stes-apes.med.ulg.ac.be/Documents\\_electroniques/EVA/EVA-PROG/ELE%20EVA-PROG%207371.pdf](http://www.stes-apes.med.ulg.ac.be/Documents_electroniques/EVA/EVA-PROG/ELE%20EVA-PROG%207371.pdf)
10. Parliamentary Commissioner for the Environment. (2003). "Illuminated or blinded by science? A discussion paper on the role of science in environmental policy and decision-making". Full report. Wellington. Available at [http://www.pce.parliament.nz/assets/Uploads/Reports/pdf/Illuminated\\_full\\_report.pdf](http://www.pce.parliament.nz/assets/Uploads/Reports/pdf/Illuminated_full_report.pdf)
11. Mitchell, G. (2011). "Environmental Justice: An overview", in *Encyclopedia of Environmental Health*, Ed. Jerome Nriagu, Pp. 449-458. Elsevier.
12. Dinica, V. (forthcoming August 2015). Understanding the role of behavioral change mechanisms in water resource conflicts - lessons from The Netherlands. *International Journal of Sustainable Society (IJSSoc)*.

## **Session 3 (28 July)**

### Topics:

- Public and private actors in environmental policy: understanding the role of various public authorities at national and sub-national level, and stakeholders for key environmental challenges in national contexts – examples from New Zealand
- A broad look at New Zealand legal and policy frameworks of relevance for environmental policy: from local to national.

### Readings

13. Organisation for Economic Co-operation and Development (2002). Sustainable Development Strategies: A Resource Book. Paris. Available at <http://www.sd-network.eu/pdf/resources/Dalal-Clayton,%20Bass%20%282002%29%20-%20Sustainable%20Development%20Strategies%20-%20A%20Resource%20Book.pdf> (only pp. 96-102; and 120-132, texts on stakeholders).
14. Miller, C. (2011). *Implementing Sustainability: the New Zealand Experience*. Chapter 2: "Implementing sustainability by legislation: institutions and processes". Pp. 23-46. Routledge.
15. Wright, J. (2013). Improving our resource management system: A discussion document Submission to the Minister for the Environment. Wellington. Available at <http://www.pce.parliament.nz/assets/Uploads/PCE-MfE-RMA-DiscussionDocumentfinal.pdf>

16. Peart, R. & P. Reaburn. (2009). *Strengthening second generation Regional Policy Statements*. Chapter 1 “Introduction” available at [https://www.eds.org.nz/content/documents/publications/RPS\\_Guide/RPS%20Guide\\_Chapter%201.pdf](https://www.eds.org.nz/content/documents/publications/RPS_Guide/RPS%20Guide_Chapter%201.pdf); Chapter 2 “Legal Framework” available here [https://www.eds.org.nz/content/documents/publications/RPS\\_Guide/RPS%20Guide\\_Chapter%202.pdf](https://www.eds.org.nz/content/documents/publications/RPS_Guide/RPS%20Guide_Chapter%202.pdf), and Chapter 4 “Tangata whenua and kaitiakitanga” available at [https://www.eds.org.nz/content/documents/publications/RPS\\_Guide/RPS%20Guide\\_Chapter%204.pdf](https://www.eds.org.nz/content/documents/publications/RPS_Guide/RPS%20Guide_Chapter%204.pdf)
17. Adger, W.N. and A. Jordan. (2009). Chapter 1 “Sustainability: exploring the process and outcomes of governance”, in *Governing Sustainability* Eds. W.N. Adger and A. Jordan. Cambridge University Press. (Pp. 1-20).

### **Sessions 4 (4 August), 5 (11 August) and 6 (18 August)**

#### Topics:

- Environmental policy objectives and goals
- Environmental policy instruments: introducing some key typologies, focusing on individuals and private actors (businesses, communities, NGOs) as ‘target groups’ for policy instruments. Linking environmental problems to policy instruments: examples from New Zealand and worldwide, including evidence regarding the relative effectiveness of various policy instruments for high profile problems across countries
- Environmental policy strategies: design approaches and ‘packaging options’ (how to combine and sequence various policy options to enhance effectiveness)
- Policy case-study: exploring a key environmental challenge and associated policy options in the New Zealand context.

#### Readings:

18. Peart, R. & P. Reaburn. (2009). *Strengthening second generation Regional Policy Statements*. Chapter 8 “Objectives and policies” available at [https://www.eds.org.nz/content/documents/publications/RPS\\_Guide/RPS%20Guide\\_Chapter%208.pdf](https://www.eds.org.nz/content/documents/publications/RPS_Guide/RPS%20Guide_Chapter%208.pdf)
19. Vedung, E. (1998). “Policy instruments: typologies and instruments”, in *Carrots Sticks and Sermons – Policy Instruments and Their Evaluation*, Eds. M.L. Belemans-Videc, C.L. Rist and E. Vedung. Transaction Publishers. (Pp. 21-55).
20. Gunningham, N. (2007). “Reconfiguring environmental regulation: Next-generation policy instruments”, in *Industrial Innovation and Environmental Regulation: Developing Workable Solutions* edited by S. Parto and B. Herbert-Copley. United Nations University Press.
21. Mickwitz, P. (2002) ‘Effectiveness Evaluation of Environmental Policy: the Role of Intervention Theories’, *Administrative Studies* 21(4): 77–87. Available at <http://www.sayfes.fi/binary/file/-/id/4/fid/9/>
22. Bressers H., D. Huitema. (1999). “Economic instruments for environmental protection: can we trust the magic carpet?”. *International Political Science Review* 20(2):175-196.
23. Dinica, V. (2006). “Support systems for the diffusion of renewable energy technologies – an investor perspective”. *Energy Policy*, 34(4), 461-480.
24. Storey, M., G. Boyd, J. Dowd. (1999). Chapter “Voluntary agreements with industry”, in *Voluntary Approaches in Environmental Policy*. Kluwer.
25. Aseem Prakash and Matthew Potoski. 2006. Collective Action through Voluntary Environmental Programs. *Policy Studies Journal*. 35(4): 773-792.
26. Griskevicius V., S.M. Cantu and M. van Vugt. (2012). “The evolutionary bases for Sustainable Behaviour: Implications for marketing, Social Policy and Social Entrepreneurship”, in *Journal of Public Policy and Marketing* 31(1): 115-128

For empirical examples in the policy areas of waste management and sustainable tourism see:

27. COVEC. (2005). Economic Instruments for Waste Management – prepared for the parliamentary Commissioner for the Environment. Wellington. Available at [http://www.pce.parliament.nz/assets/Uploads/Reports/pdf/EI\\_bkgrd\\_report.pdf](http://www.pce.parliament.nz/assets/Uploads/Reports/pdf/EI_bkgrd_report.pdf)
28. UNEP-WTO. (2005). *Making tourism more sustainable – a guide for policy-makers*. Chapter 5 “Instruments for More Sustainable Tourism”. Pp. 71 – 123. Madrid.

**Supplementary material relevant for Session 6** (suggested background readings):

- Fact sheets providing overview of agriculture GHG emissions, measurement, and mitigation options:

<http://www.nzagrc.org.nz/fact-sheets,listing,177,what-we-are-doing.html>

<http://www.nzagrc.org.nz/fact-sheets,listing,176,how-we-measure-emissions.html>

- Critique of NZ policy settings for agriculture

Cooper, MH, J Boston, and J Bright. (2012). “Policy challenges for livestock emissions abatement: lessons from New Zealand”, in *Climate Policy* 13(1), pp. 110-133 (please do a Library Search for: [http://www.tandfonline.com/doi/abs/10.1080/14693062.2012.699786#.VXoC\\_K0cRpI](http://www.tandfonline.com/doi/abs/10.1080/14693062.2012.699786#.VXoC_K0cRpI))

- Information on and review of experiences with agriculture in the NZETS

<http://maxa.maf.govt.nz/climatechange/agriculture/2010-guide-to-agriculture-in-the-ets.pdf>

## **Part 2 – Beyond ‘smart policy design’: exploring complex aspects of policy processes, institutions and governance aspects influencing the success of environmental policy**

### **Session 7 (8 September)**

Topics:

- The role of science and scientific uncertainties in environmental policy processes, with examples from the challenge of dealing with climate change mitigation at national level.

Readings:

29. O’Riordan, T. and A. Jordan. (1995). “The precautionary principle in contemporary Environmental politics”, in *Environmental Values* 4(3), 191-212.
30. Elliott K.C., and D.B. Resnik. (2014). “Science, policy and the transparency of values”, in *Environmental Health perspectives* 122(7): 647-650.
31. Wynne, B. (1992). “Uncertainty and environmental learning - Reconceiving science and policy in the preventive paradigm”, in *Global Environmental Change* June pp 111-127.
32. Fischer, F. (2000). “Science and politics in environmental regulation: The politicization of expertise”, in *Citizens, Experts and the Environment: The Politics of Local Knowledge*, pp.89-108. Duke University Press. USA.
33. Campbell Keller, A. (2009). *Science in Environmental Policy*, Chapter “Scientists and agenda setting – climate change”. MIT Press. Cambridge. Pp 60-84.

Supplementary reading:

- OECD. (2008). Climate change mitigation: What do we do? Paris. Available at <http://www.oecd.org/env/cc/41751042.pdf>



### **Session 8 (15 September)**

#### Topics:

- Public participation and stakeholder collaboration in environmental policy-making.

#### Readings:

34. Bingham, L.B. (2012). "Collaborative Governance" in *SAGE Handbook of Governance*.
35. McLaverty, P. (2012). "Participation" in *SAGE Handbook of Governance*.

Students will be advised later on additional required and supplementary readings, which will be uploaded on Blackboard timely.

### **Session 9 (22 September)**

#### Topics:

- Policy implementation: understanding how policy design, implementation structures, uncertainties and actors behaviours may influence implementation performance

#### Readings

36. Matland, RE. (1995). "Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation", *Journal of Public Administration Research and Theory* 5(2), pp. 145-174.

Students will be advised later on additional required and supplementary readings, which will be uploaded on Blackboard timely.

### **Session 10 (29 September)**

#### Topics:

- Governance innovations for sustainability: instruments for environmental policy integration; actor/institutional coordination (vertical and horizontal) and coherence; empirical focus: the tourism sector and environmental sustainability

#### Readings:

37. Jordan A, Lenschow A (eds). 2008. *Innovation in Environmental Policy? Integrating the Environment for Sustainability*. Elgar: Cheltenham. Only pages: 24-39; 55-62; 93-109.
38. Dalal-Clayton, B. and B. Sadler. (1999). "Strategic Environmental Assessment: A Rapidly Evolving Approach", in *Environmental Planning Issues* No 18. International Institute for Environment and Development. London. Pp. 1-5.
39. UNEP-WTO. (2005). *Making tourism more sustainable – a guide for policy-makers*. Chapter 3 "Structures and Strategies, pp 49-58. Madrid
40. Dinica, V. (2008). Challenges for sustainable tourism governance in the Netherlands. *International Journal of Tourism Policy* 1(4): 335-352
41. Page, S.J., and K. Thorn (2010). "Towards sustainable tourism development and planning in New Zealand: The Public Sector Response Revisited", in *Journal of Sustainable Tourism* 10(3): 222 — 238.

#### Supplementary reading:

- Perri 6, D. Leat, K. Zeltzer and G. Stoker. *Towards holistic governance: the new Reform Agenda*. Chapter 2: "Understanding holistic governance: towards a conceptual framework". Palgrave. Pp. 29-50.



## **Session 11 (6 October)**

### Topics:

- Governing for the future; institutional innovations. Guest speaker: Prof. Jonathan Boston

### Readings:

42. Boston, J. (2014). "Governing for the Future while Meeting the Challenges of Today", in Jonathan Boston, et al., (eds) *Future Proofing the State: Managing Risks, Responding to Crises and Building Resilience* (Canberra, ANU Press), pp.3-27.
43. Boston, J. and T. Stuart. (2015). "Protecting the Rights of Future Generations: Are Constitutional Mechanisms an Answer?", *Policy Quarterly*, 11(2): 60-71.
44. James, C. (2013). "Making Big Decisions for the Future", *Policy Quarterly*, 9(4): 21-28.

### Supplementary reading:

45. Dovers, S. (2001). Institutions for Sustainability, in *TELA Environment Economy and Society* Issue 7, April 2001. The Australian National University. Canberra.  
<https://digitalcollections.anu.edu.au/bitstream/1885/40972/3/een0101.pdf>

## **Session 12 (13 October)**

### Topics:

- Institutional and regulatory constraints and opportunities for environmental sustainability: lessons from a selection of case studies.

### Readings:

46. Nilsson, M., T. Zamparutti, JE Petersen, B Nykvist, P Rudberg, J McGuinn. (2012). "Understanding Policy Coherence: Analytical Framework and Examples of Sector–Environment Policy Interactions in the EU". *Environmental Policy and Governance* 22, 395–423.
47. Dinica, V. (2014). *Tourism concessions in National Parks: neo-liberal tools for a Conservation Economy in New Zealand*. Full research paper presented at the BEST-EN Think Tank XIV: Politics, Policy and Governance in Sustainable Tourism, June 23-26, 2014, Faculty of Economics, University of Ljubljana, Slovenia.
48. Dinica, V. (2015). Governance of National Parks at the Crossroads: New Zealand's Silent Reform. *Policy Quarterly*. Vol 11, No. 2  
<http://igps.victoria.ac.nz/publications/files/cbfc897bd5b.pdf>
49. Dinica, V. (2013). Bio-electricity: renewables' Cinderella in Spain, New Zealand and worldwide. *Policy Quarterly New Zealand*, 9(1):16-25.  
<http://igps.victoria.ac.nz/publications/files/3a2be1e39c4.pdf>
50. Dinica, V. (2014). Competing societal and ecological demands for groundwater: boundary judgments and convergence mechanisms. *Environment, Development and Sustainability*, 16: 555–573

## **Assessment**

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>

Assessment items and workload per item		%	CLO(s)
1	Environmental report with policy recommendations, max 3500 words. Deadline 10 September 2015 at 9.00 am	50%	2, 3, 4
2	Exam	50%	1, 2, 3, 4, 5, 6

### General Notes for Assignments

Please submit your assignments through the “Turnitin Assignments” system on Blackboard (under “Course Tools). Extensions may only be granted to those who meet the University’s aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student’s control. Students should keep a copy of all submitted work.

**Note 1:** *Students are required to complete a statement to accompany each mandatory assignment and test submitted for assessment, attesting to the fact that the work is entirely their own. For each assignment mentioned in the above Table, students must fill-in, sign (or type your name in the allocated space) and submit the form that can be found on the last page of this Course Outline. The deadline for submitting the form is the same as the deadline for submitting the Assignment for which the form was signed. Please deliver your statements by email to sog-assignments@vuw.ac.nz or to the SoG Assignments Box on level 8 of Rutherford House Pipitea Campus.*

*Note 2: 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 audit purposes. The findings may be used to inform changes aimed at improving the quality of Victoria Business School programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.*

### Mandatory Course Requirements

There are no mandatory course requirements.

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)

### Penalties

The ability to plan for and meet deadlines is a core competency of both 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 5% (of the assignment grade) for every day** (whether weekday or work day) by which the assignment is late. **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 Wednesday after 1.00 pm, when it was due on Monday 9.00 am, you will get a mark of 50%. In this example the assignment will not be accepted if handed-in after Friday 5.00 pm.

**A penalty applies also on the word count.** A written assignment that exceeds the word limit by more than 200 words will be penalised by 5%, with further **5% deductions for any additional 300 words excess**. For example if the word limit is 2200 words, but the handed-in assignment has 2700 words, the total word penalty will be 5% (given that 2400 words are ‘penalty

free'); if the assignment has 3100 words, the total word penalty will be 15%. Please note that **the word count includes all footnotes, tables and figures, but excludes the reference list.** Assignments must be provided in **Word documents**, no pdf, thanks.

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.

### **Class Representative**

Two class representatives will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, and the class. The class representatives provide a communication channel to liaise with the Course Coordinator on behalf of the students.

### **Communication of Additional Information**

Any additional information will be conveyed to students in class. Blackboard will also be used for announcements and for course-related materials such as assignment texts. Some information communicated via Blackboard (such as some announcements) will 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). However you need to check the Blackboard regularly as well.

### **Examinations**

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 23<sup>rd</sup> October – Saturday 14<sup>th</sup> November (inclusive)

### **Link to general information**

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

### **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)