

School of Government

GOVT 522
POLICY ANALYSIS AND ADVISING
(WELLINGTON)
(15 Points)

Trimester 1 / 2016

COURSE OUTLINE

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

Dr Verna Smith
Room RH 801, Level 8, Rutherford House, Pipitea Campus
Telephone (04) 463 5848
Email: verna.smith@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

Trimester Dates

From Monday 22 February to Friday 10 June 2016.

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 4 March 2016**.
2. The standard last date for withdrawal from this course is **Friday 13 May 2016**. 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 www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc.

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Wednesday 24 February 2016	9.00am – 5.00pm
Module Two:	Wednesday 27 April 2016	9.00am – 5.00pm
Module Three:	Wednesday 8 June 2016	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.

Attendance is expected for all three modules of the course.

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 activities between modules which require another 6 hours.

Group Work

Most of the assessment in this course will be done on an individual basis; however, there will be activities during and between modules which encourage student interaction and the sharing of ideas and experiences. Class participation during the four modules and on-line work will be assessed. While you are assessed individually, an important part of your learning comes from your interaction and engagement with other students.

Expected Workload

The learning objectives set for each course are demanding and to achieve them participants 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 module of the course and some require assessments following the last module. Continuous learning is helpful to obtaining high achievement, and those who leave everything to the last moment rarely achieve to a high standard. Expressed in terms of time commitment per course, this 15-point course usually requires approximately 150 hours. Some of that is set contact time for

modules. The rest is personal study time and we recommend a weekly commitment of 8 to 10 hours per course, on average. The workload in this course is slightly weighted toward modules 2 & 3.

Prescription

The development and extension of knowledge, skills, competencies and behaviours required to craft quality policy analysis and advice for organisations, governments and other sectors; consideration of problem definition, policy option design and evaluation criteria; policy instruments; implementation and evaluation; strategies and practices to enhance quality, capability and performance.

Course Learning Objectives

1. Demonstrate knowledge and understanding of policy concepts, models, frameworks and diverse approaches for analysing and advising on strategic and operational policy issues;
2. Identify specific elements of policy advisory systems and compare how they work in diverse country contexts;
3. Analyse problems and opportunities, design policy processes and options for both simple and complex issues and evaluate options with respect to criteria and their influence on outcomes;
4. Demonstrate policy skills in analytical reasoning and communication.

Readings

The textbook for this course is: **Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press.**

The book can be purchased through VicBooks, the university bookshop (www.vicbooks.co.nz). The bookshop is now located (temporarily) in the Old Government Buildings Pipitea Campus.

Some of the readings below are available from the Victoria University of Wellington library databases or in an 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 a URL will be provided, and/or the readings will be available on Blackboard. Any additional material, will be advised as the course progresses.

Course Content

Overview and Work Planner *

Description	Date
Module 1: Policy concepts; models and frameworks; policy quality and value	24 February 2016
Assignment 1: On-line task 1: Introduce yourself and 1 or 2 policy issues which are of particular interest to you	12 March 2016
Assignment 2: Essay on a topic relating to policy models or frameworks	30 March 2016
Module 2: Designing and evaluating options, criteria; the outcomes matrix; crafting analysis; policy instruments and implementation	27 April 2016
Assignment 3: Preparation of 2-page summary and 1 slide	15 May 2016
Assignment 4: Policy Project Report	22 May 2016
Assignment 5: Reflections on policy analysis and advising theory and practice	6 June 2016
Module 3: Policy Analysis Project Presentations	8 June 2016

* Further details on assignments and assessments will be provided on Blackboard and discussed in class.

Module 1: Wednesday 24 February 2016

1. Policy Analysis and Advising: Concepts, Models and Practice

This session discusses policy analysis and advising as activities and looks at diverse models of policy development and practice in different contexts.

Required Reading:

[Text] Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press. Chapters 1, “All about policy” and 2. “Understanding policy systems and environments”.

Weimer, D., & Vining, A. (2004). *Policy analysis: Concepts and practice* (pp. 27–42). Upper Saddle River: Prentice-Hall.

Bardach, E. (1995). *Policy analysis: A handbook for practice*. Electronic Hallway

Althaus, C., Bridgman, P., & Davis, G. (2007). The policy cycle, in *The Australian policy handbook* (4th ed.) (pp. 32–42). Crows Nest: Allen & Unwin.

Mayer, I., van Daalen, C. E., & Bots, P. (2004). Perspectives on policy analyses: A framework for understanding and design. *Journal of Technology, Policy and Management*, 4(2), 169–191.

Ministry for the Environment. (2011). *Professionalising policy: Cost opportunity benefit risk analysis*. <http://mfe.govt.nz/about/docs/cobra-mfe-policy.pdf>

Ministry for the Environment (MfE). (nd). *The Natural Resources Framework*. <http://nrs.mfe.govt.nz/content/natural-resources-framework>

2. **Defining and Analysing Policy Problems**

This session discusses some approaches to defining problems and solutions drawing attention to the use of specific tools such as intervention logic and stakeholder and system mapping.

Required Reading:

Australia Public Service Commission (APSC). (2007). *Tackling wicked problems: A public policy perspective* (pp. 1–15 and 23–38).

www.apsc.gov.au/data/assets/pdf_file/0005/6386/wickedproblems.pdf

Electronic Hallway. *Case study: Towering dilemma* (pp. 1–5). Evans School of Public Affairs, University of Washington.

Baehler, K. (2002). Intervention logic: A user's guide. *Public Sector*, 25(3), 13–19.

International Association for Public Participation (IAP2): *Public Participation Spectrum and Consultation Toolbox*.

Further information on the organisation and its activities and examples of consultation policy in Australasia can be found at www.iap2.org.au

Huxham, C. (2003). Theorizing collaboration practice. *Public Management Review*, 5(3), 401–423.

3. **Scoping and Framing Policy Issues**

This session explores some concepts, frameworks and techniques which can be useful in scoping and framing policy issues and in undertaking policy analysis and advising.

Required Reading:

[Text] Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press. Chapter 3, “Fundamentals”.

Gleisner, B., Llewellyn-Fowler, M., & McAlister, F. (2011). *Working toward higher living standards for New Zealanders*. Treasury working paper 11/02. Wellington: The Treasury:

www.treasury.govt.nz/publications/research-policy/tp/higherlivingstandards/tp-hls-may11.pdf

Skim the following frameworks and concepts:

Te Puni Kokiri. (nd). *Maori potential framework and Treaty framework*. Agency-supplied photocopies.

Ministry of Pacific Island Affairs (MPIA). (2006). *Pacific analysis framework*. www.mpia.govt.nz/assets/documents/PAF-Pacific-FrameworkF_2.pdf

New Zealand Aid (2012). *Gender analysis guideline*.

https://www.mfat.govt.nz/assets/securedfiles/Aid-Prog-docs/Tools-and-guides/Gender-Analysis-Guideline_0.pdf

Woolcock, M. (2001). The place of social capital in understanding social and economic outcomes. *Canadian Journal of Policy Research*, 2(1), 11–17.

4. Criteria for Assessing Value and Quality in Policy Analysis and Advising

This session discusses policy criteria (defined as important values and impacts) and their role in assessing policy options. Consideration is given to how value and quality in policy analysis and advice is defined and assessed.

Required Reading:

New Zealand Treasury. (2010). *Review of expenditure on policy analysis and advice*.
<http://www.treasury.govt.nz/statesector/policyexpenditurereview>

Scott, C. (2008). *Enhancing the quality and capability in the public sector advisory system*. Institute of Policy Studies Futuremakers Lecture Series, Wellington, September.

Module 2: Wednesday 27 April 2016

5. Designing Policy Options and the Outcomes Matrix

This session demonstrates how to design and evaluate policy options and discusses the requirements of the project work assignment.

Required Reading:

[Text] Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press. Chapter 3 “Fundamentals” and 4 “Putting the Fundamentals into Play”.

6. Crafting Policy Analysis for Simple and Complex Issues

This session will discuss the art, science and craft of doing policy analysis for simple and complex issues. We will also discuss the Bedford Harbor case study.

Required Reading:

[Text] Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press. Chapter 5 “Crafting”.

Electronic Hallway. Case study: New Bedford Harbor (pp. 1–20). Evans School of Public Affairs, University of Washington.

Read the case and case study questions. Prepare some brief responses to the case study questions for discussion in class.

CBO (2013) The Army’s Ground Combat Vehicle Programme and Alternatives
<https://www.cbo.gov/publication/44044>

7. Policy Instruments (Dr Verna Smith)

This session will consider practical experiences, strengths and limitations of Vedung's typology of instruments, how to use Vedung's typology creatively and how to choose policy options which are suitable for specific options.

Required reading:

Ledbury, M., Miller, N., Lee, A., Fairman, T., & Clifton, C. (2006) Understanding policy options. Report 06/06. London: Home Office.

Birkland, T. (2006). Policy design and policy tools. An introduction to the policy process: Theories, concepts, and models of public policy making. (pp. 174–186). New York: M. E. Sharpe.

Vedung, E. (1998). Policy instruments: Typologies and instruments. In M. L. Belemans-Videc, C. L. Rist & E. Vedung (Eds.), *Carrots, sticks and sermons: Policy instruments and their evaluation* (pp. 21–55), Eds. New Brunswick, NJ: Transaction Publishers.

Bressers, H., & Klok, P. J. (1988). Fundamentals for a theory of policy instruments. *International Journal of Social Economics*, 15(3/4), 22–41

Bressers H., & Huitema, D. (1999). Economic instruments for environmental protection: Can we trust the magic carpet? *International Political Science Review*, 20(2):175–196

8. Policy implementation (Dr Verna Smith)

This session will review policy implementation theories and approaches and consider developments from top down to more participatory orientations to implementation theory and practice.

Required reading:

Michie, S., van Stralen, M. M., & West, R. et al. (2011). The behavioural change wheel: A new method for characterizing and designing behavioural change interventions. *Implementation Science* 6(42),1-11.

<http://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-6-42>

Barrett, S. (2004). Implementation studies: Time for a revival? Personal reflections on 20 years of implementation studies. *Public Administration*, 82(2), 249–262

Module 3: Wednesday 8 June 2016

This module begins with a session in which all participants provide peer review and critique of policy reports, based on the 2-page summaries circulated and read in advance of the session. Consideration is given to the role of evaluation in policy analysis and advising and to strategies for enhancing policy performance and capability by individuals, organisations, sectors and the wider policy system. The final session provides opportunities for participants to share reflections on policy practice.

9. Peer Review and Critique of Policy Projects

Advancing policy skills involves doing policy work but also developing the ability to provide peer review of the work of others. This session will require participants to assume the role of policy analysis experts and to comment on the work of others and offer lessons learned from working on their own policy project. (See further information on the policy project on Blackboard).

10. Policy Evaluation

This session discusses some theory and practices relating to policy evaluation and the role of evaluation in policy design and implementation in the New Zealand context.

Required Reading:

Duignan, P. (2003). Approaches and terminology in programme and policy evaluation. In N. Lunt, C. Davidson & K. McKegg (Eds.), *Evaluating policy and practice: A New Zealand reader* (pp. 77– 90). New Zealand: Pearson Education.

11. Enhancing Policy Performance and Capability

This session discusses various policy capability issues and strategies to overcome existing limitations surrounding capability and performance.

Required Reading:

[Text] Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press. Chapter 6 “Improving the Performance of the Policy Advisory system”.

Australia and New Zealand School of Government. (ANZSOG). (2012). *Case study: Sharpening the policy focus at the Ministry for the Environment*, Case 2012-748.1, plus case study questions.

12. Reflections

As time permits, this session will provide the opportunity for students to share their reflections on a range of issues relating to policy analysis and advising.

Assessment

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

The word count must be noted on the cover sheet. Word limits do not count references and may not be exceeded. **Submit all items of assignments to sog-assignments@vuw.ac.nz and to Claudia.Scott@vuw.ac.nz. Do not submit pdfs.**

You should keep a copy of all submitted work.

Assessments include one essay, a report on policy instruments and implementation, a policy project report, two online tasks and class participation.

	Assessment Items Overview	Due Date	Length	%	CLOs
1	Online task 1: Policy challenges	12 March 2016	500 words	5	1, 4
2	Essay: Policy models or frameworks	30 March 2016	1,500 words	25	1, 2
3	Policy analysis project	15 May 2016	2-page summary + 1 PowerPoint slide	10	1, 2, 3, 4
		22 May 2016	2,500 word report	30	
4	Reflections	6 June 2016	1,000 words	20	1, 4
5	Class participation	Ongoing		10	1, 2, 3, 4

Assessment 1: Online task 1: Policy challenges. 500 words maximum, 5%, due 12 March 2016

Briefly introduce yourself and any previous experience doing policy analysis and advising. Then outline 1 or 2 key challenges to providing quality policy analysis and advice to governments or communities in New Zealand (or another country with which you are familiar).

Assessment 2: Essay on Policy Models or Frameworks. 1,500 words maximum, 25%, due 30 March 2016

Answer **ONE** of the following **TWO** questions:

1. Compare two models of policy development and comment briefly on the degree to which each model considers policy development from a ‘client’, organisational, and/or wider policy system perspective. Comment on the strengths and weaknesses of the models to guide policy analysis and advising activities in New Zealand (or in another country context with which you are familiar). Put forward suggestions for modifications to the models to overcome any existing weaknesses.

Note: Some possible models to draw from are: Bardach, Mayer van Daalen & Bots, Althaus, Bridgman and Davis, or other models currently used by specific government departments or ministries in New Zealand.

OR

2. Identify a specific policy issue which interests you and briefly describe the current role(s) of government, identifying relevant concepts and frameworks which are used to justify the current role(s) for government in New Zealand (or in another country with which you are familiar). Select a different framework to apply to this issue and explore its implications for the role(s) of government (and others) with respect to the issue.

Note: You may select concepts and frameworks which have been considered in module 1 or others which seem relevant and applicable to the issue.

Assessment 3: Policy Analysis Project Report. 2-page summary and 1 PowerPoint slide, 10%, due 15 May 2016 + report, 2,500 word maximum, 30%, due 22 May 2016

Choose topic A OR B:

A. Designing New Policy Options for an Existing Policy Issue

Undertake research to assist you to develop some new approaches (drawing from local and international evidence, experience and other sources) for consideration. Identify criteria for evaluation and construct a Bardach outcomes matrix. If possible, include at least one option which has 'community' and/or 'private sector' involvement. Discuss your rationale for the choice of options and criteria.

OR

B. Problem/Opportunity Scoping

Select a specific policy problem/opportunity to scope. Briefly identify key actors and institutions which shape the policy domain you are studying. Explore the use of systems diagrams, intervention logic and other policy tools to aid your understanding of the problem/opportunity and its context. Use the information from this scoping to develop alternative sets of 'problems/opportunities' and 'options/solutions' for this issue. Select one set for further study, and identify some of the criteria (values and impacts) which will be important to include, were advice on this option to be considered by public decision-makers.

Assessment 4: Reflections. 1,000 words maximum, 20%, due 6 June 2016

This on-line assessment will provide the opportunity for participants to reflect on specific issues they identified at the beginning of the course or to comment on the analysis, ideas and experiences they had on the course and how this has affected their views on policy analysis and advising.

Assessment 5: Participation during the three modules. 10%

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.

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
	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)	

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 .
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-servicedesk@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.

Academic Integrity, Plagiarism, and the Use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

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

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

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

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University. Plagiarism is easy to detect. The University has systems in place to identify it.

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

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

Plagiarism is simply not worth the risk.

School of Government Service Standards

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

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

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

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

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

Standards relating to availability of course materials:

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

Standards relating to attendance:

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

Variations to the assessment details provided in the course outline:

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

Standards relating to assignments – turnaround and feedback:

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

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 .

Student Feedback

This course is offered for the second time this year as GOVT 522. It is a significantly revised version of MAPP 525, although the title remains the same.

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 .
