TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

GOVT 514
LEADING CHANGE IN PUBLIC
AND COMMUNITY ORGANISATIONS
(15 Points)

Trimester 2 / 2016
(CRN 28374)

COURSE OUTLINE

Prescription

This course examines ongoing leadership and the performance and development of public and community organisations, leadership and change, managing and leading in large/small, bureaucratic/matrix and network organisations.

Course Learning Objectives

At the end of this course, you should be able to:
1. Identify and apply models of leadership in the public sector
2. Recognise and critically analyse the elements of organisational culture
3. Demonstrate how to apply integrative leadership across public, private, community and voluntary sectors
4. Apply different models of organisational change in the public sector.

Trimester Dates

From Monday 25 July to Wednesday 9 November 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 29 July 2016**.

2. The standard last date for withdrawal from this course is **Friday 14 October 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 .

Names and Contact Details

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

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Wednesday 27 July, 2016	9.00am – 5.00pm
Module Two:	Wednesday, 14 September, 2016	9.00am – 5.00pm
Module Three:	Wednesday, 2 November, 2016	9.00am – 5.00pm

Locations: Classes will be held on the Auckland premises of Victoria University in Wellington on Level 4, The Chancery, 50 Kitchener Street, Auckland. 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 <u>required</u> at all teaching days

Course Delivery

This course is delivered in a modular format over three days (three 'modules') of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above. **Attendance is required at all teaching days.** This course may use occasional guest lecturers.

Note: Group work is not required for assessment on this course. However, students are expected to engage and participate fully in class discussion and make individual contributions towards group learning through the blogs.

Course Content and Readings

Leadership in public organizations occurs not only at the top of organizations, but at all levels, and can be practised by all persons. This course examines themes of leadership and change.

The required text for the course is:

- Jackson, B. and Parry, K. (2011). *A Very short, fairly interesting and reasonably cheap book about studying leadership*. Thousand Oaks, CA: Sage.

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

Some recommended readings are also included; additions may be added as the course progresses.

Module 1: Leadership Theory and the Public Sector Context

Leadership Theory and Frameworks

Required reading

Jackson, B. and Parry, K. (2011). *A Very short, fairly interesting and reasonably cheap book about studying leadership.* Thousand Oaks, CA: Sage. Chapters 1, 2 and 3

Levy, L. (2011). Why leadership matters. *University Of Auckland Business Review*, *14*(1), 48–57.

Van Wart, M. (2013). *Administrative Leadership Theory: A Re-Assessment After 10 Years, Public Administration, 91 (3), 521-543*.

Further reading

Rowold, J., & Rohmann, A. (2009). Relationships between leadership styles and followers' emotional experience and effectiveness in the voluntary sector. *Nonprofit and Voluntary Sector Quarterly, 38*(2), 270–286

Allen, S. L., Smith, J. E., & Da Silva, N. (2013). Leadership style in relation to organizational change and organizational creativity: Perceptions from nonprofit organizational members. *Nonprofit Management and Leadership*, *24*(1), 23–42.

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *The Leadership Quarterly, 25*(1), 36-62.

The Public Sector Context and Values

Required reading

Northouse, P. (2006). Leadership ethics. In J. West & E. Berman. *The ethics edge* (pp. 46–54). Washington, DC: ICMA.

Terry, L. (2003). *Leadership of public bureaucracies: The administrator as conservator* (2nd ed., pp. 33–66). London: Routledge.

Further reading

Bowman, J. (2006). The ethical professional: Cultivating scruples. In J. West & E. Berman. *The ethics edge* (pp. 24–38). Washington, DC: ICMA.

Moore, M. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. *Nonprofit and Voluntary Sector Quarterly 29*(suppl 1), 183–208.

Governance of Public Leadership in New Zealand

Required reading

State Services Commission. (2013). *Leadership strategy for the state services.* Retrieved from www.ssc.govt.nz/sites/all/files/leadership-strategy-for-state-services.pdf

State Services Commission. (2104). *Getting to great.* Retrieved from www.ssc.govt.nz/sites/all/files/getting-great-full-report.pdf

Hampton, A. (2014, October 22). *Talent spotting in the public sector*. Retrieved from https://www.ipanz.org.nz/Section?Action=View&Section_id=88

State Services Commission. (2016). *Leadership Insight Findings, May 2016.* Retrieved from https://www.ssc.govt.nz/leadershipandtalent-insights

Further reading

Jackson, B. & Smolovic-Jones O. (2012). 'Promoting better public services leadership: An appreciative critique', *Policy Quarterly*, 8 (3): 34-40.

Module 2: Organizational Change

Organizational Culture and Structure

Required reading

Cameron, K. S., Quinn, R. E., DeGraff, J., & Thakor, A. V. (2014). *Competing values leadership* (pp. 3–20). Cheltenham, UK: Edward Elgar Publishing.

Jackson, B. and Parry, K. (2011). *A Very short, fairly interesting and reasonably cheap book about studying leadership.* Thousand Oaks, CA: Sage. Chapter 4

Schein, E. H. (2010). *Organizational culture and leadership* (pp. 7-22). San Francisco: Jossey Bass/John Wiley & Sons.

Case Study

Berry, R., & Bridgman, T. (2013). *Trimming the FAT: Change at the Ministry of Foreign Affairs and Trade.* Case 2013-142.1, Australia and New Zealand School of Government Case Programme.

Further reading

Berman, E., & C.-G. Kim. (2010). Creativity management in public organizations: Jump-starting innovation in Seoul. *Public Performance & Management Review, 33*(4), 619–652.

Jaskyte, K. (2004). Transformational leadership, organizational culture, and innovativeness in non-profit organizations. *Nonprofit Management and Leadership*, *15*(2), 153–168.

Organizational Change Management

Required reading

> Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review, January*, 96–103. (Originally published in *Harvard Business Review*, *73*(2), 59–67.)
>
> Kuipers, B. S., et al. (2014). The Management of Change in Public Organizations: A Literature Review. *Public Administration* 92(1): 1-20.
>
> Uhl-Bien, M., & Marion, R. (2009). Complexity leadership in bureaucratic forms of organizing: A meso model. *The Leadership Quarterly, 20*(4), 631–650.

Further reading

> Berman, E. (2006). *Performance and productivity for public and nonprofit organizations* (2nd ed., 43–63) New York: M.E. Sharpe.
>
> Kegan, R., & Lahey, L. (2001). The real reason people won't change. *Harvard Business Review, November*, 85–92.
>
> Jałocha, B., Krane, H. P., Ekambaram, A., & Prawelska-Skrzypek, G. (2014). Key competences of public sector project managers. *Procedia-Social and Behavioral Sciences, 119*, 247–256.
>
> Sy, T., Beach, L., & D'Annunzio, L. S. (2005). Challenges and strategies of matrix organizations. *Human Resource Planning, 28*(1), 39–48.
>
> > See also: Stoner, J. (2012, Aug 20). Manage The Challenges of Working In a Matrix Organization. http://seapointcenter.com/matrix-leadership/

Module 3: Cross-Sectoral Leadership and Change

Leadership and Diversity

Required reading

> S. Katene (2010) 'Modeling Maori Leadership: What makes for good leadership', in *MAI Review*, No. 2

Further reading

> Ospina, S. and Su, C. (2009). Weaving colour lines: Race, ethnicity, and the work of leadership in social change organizations. *Leadership* 5(2): 131–170.
>
> HM Mead, S Stevens, J Third, B Jackson, D Pfeifer (2006) Maori Leadership in Governance Scoping Paper

Collaborative and Network Leadership

Required reading

> Jackson, B. and Parry, K. (2011). *A Very short, fairly interesting and reasonably cheap book about studying leadership.* Thousand Oaks, CA: Sage. Chapters 5, 6 and 7
>
> Crosby, B. C. (2010). Leading in the shared-power world of 2020. *Public Administration Review*, 70(s1), 69–77.
>
> Agranoff, R. (2006). Inside collaborative networks: Ten lessons for public managers. *Public Administration Review*, 66(s1), 56-65.
>
> In Ritz, A., et al. (2014). From Leadership to Citizenship Behaviour in Public Organizations When Values Matter. Review of Public Personnel Administration 34(2): 128-152.

Further reading

  Hartley, J., Alford, J., Hughes, O., & Yates, S. (2013). *Leading with political astuteness*. Australian and New Zealand School of Government and the Chartered Management Institute, UK.

  Jackson, B. (2012). A testing ground for global leadership. *University of Auckland Business Review*, 15(1), 16-27.

  Korosec, R., & Berman, E. (2006). Municipal support of social entrepreneurship. *Public Administration Review, 66*(3), 448–462.

  Morse, R. S. (2008). Developing public leaders in an age of collaborative governance. In R. S. Morse & T. F. Buss (Eds.). *Innovations in public leadership development*, (pp. 79–100). London: Routledge.

  Sun, P. Y. T. and M. H. Anderson (2012). Civic capacity: Building on transformational leadership to explain successful integrative public leadership. *The Leadership Quarterly* 23(3): 309-323.

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.

If you believe that exceptional circumstances may prevent you from meeting the mandatory course requirements, contact the Course Coordinator for advice 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 .

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. Some of that is set contact time. The rest is your study time and we recommend you study weekly for approximately 8-10 hours.

Assessment

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

1 Leadership Biography Interview		15%
2. Leadership Mindset Analysis		40%
3. Visual Media Presentation		15%

4. Leading Change Case Analysis   30%

Total   100%

Further details on these assessments are provided below.

The broad relationship between these assessments and the course learning outcomes is as follows:

Learning Objective	Leader Biography	Leadership Mindset Analysis	Visual Media Presentation	Case Analysis
1	X	X		X
2		X	X	X
3	X	X	X	X
4		X		X

Assignment 1: Leader Biography Interview   **Due: Wednesday, September 14**
Total Marks: 15%

You will select a biographical or autobiographical book that features a prominent public and community leader. The leader could come from any sphere of endeavour (i.e. politics, public sector, sport, the military, the arts, the church or the community) from any historic period or geographical region. At the beginning of the September 14 module, you will participate in a 15-minute oral examination with the course convener in which you will be prepared to answer questions on a number of topics such as: the development of the leader; how he or she assumed various leadership roles; the strengths and weaknesses that have been attributed to the leader; the quality and completeness of the biographical account; and the insights into leadership that you have derived from reading this account.

You will be assessed for:
- Preparation: critical reading of the autobiography or biography of the leader and others sources

- Intellectual agility: ability to think on your feet and hold ambiguity and paradox

- Conceptualization: move from the general (i.e. themes) to the specific (i.e. examples)

- Lucidity: ability to communicate in a clear and thoughtful manner (i.e. through dialogue: open-ended generative conversation)

- Reflexivity: application to your own experience and development as a leader

Assignment 2: Leadership Mindset Analysis   **Due: September 14**
Total Marks: 40%   **(Max 3,500 words)**

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

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

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

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

You will be rewarded for:
- reference to class concepts, cases, readings and the wider leadership literature, including a critical analysis of organizational culture.
- an ability to use theory to generate insight into the leadership situation (note: this not only about interpreting events, but also a critical assessment of which different actions/outcomes might been undertaken/achieved).
- the ability to construct an analysis that illustrates depth, sophistication and critique of basic assumptions, including discussion of public service values – this shows creative and critical thinking abilities
- a well-structured, referenced and thoughtful argument
- shows use of additional research materials

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

Assignment 3: Visual Media Presentation   **Due: November 2**
Total Marks: 15%

You will be asked to select something visual (e.g. a film clip, painting, photograph, performance art, sculpture, video) that captures your answer to the following question: 'The leadership we need to grapple with as a society in terms of the future hinges on...[a question, a concept, a framework, a metaphor, a new way of thinking etc)'. You will have 8 minutes only to present your visual/media presentation to the class during Module 3. You will also hand in a one-page descriptor of the image, the message that you are aiming to get across to the class and how you arrived at this. You are free to decide how best to utilise the 8 minutes that has been made available to you. You will be assessed for:

- Skill in using the visual media to create a strong answer to the leadership question that you posed

- Ability to use theory to inform and deepen both the selection and discussion of visual media

- Creativity and originality displayed

- Impact of presentation

Assignment 4: Public and Community Change Case Analysis   **Due: November 14**
Total Marks: 30%   **(Max 2,500 words)**

In the third module session you will be assigned a case study that you will be required to analyse and write up. You will have a week within which to complete the assignment. You will be presented with a leadership case situation involving a cross-sectoral organisational change leadership and governance problem. Drawing on material covered in classroom sessions as well as the readings (you will be asked to make an assessment of the situation and lay out recommendations as to how you think the change should best be managed.

Length Guidelines: The ability to write in an economical style is a valuable skill and therefore word limits should be strictly adhered to. +/- 10% is acceptable, but assignments which are more than 10% over the word limit will have points reduced. **Tip**: write out your assignment first as you would, but then see how you can cut and makes things briefer while keep while making all the essential arguments and points. **The word limit is inclusive of tables, figures and appendices but exclusive of the list of references.**

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.

Class Attendance: **Attendance is <u>required</u> at all three modular teaching days.** 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 the Instructor when you enrol explaining why you will not be able to attend. The Instructor may consult with the Director of Master's Programmes. You may be declined entry into a course or **required to complete compensatory work relating to the course content covered during your absence. Typically, the time taken to complete such work far exceeds the efficiency of attending class. (Tip: you will wish you had come to class!)**

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.

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.

Materials and Equipment

A computer is required for access to VUW Blackboard and other Internet sites. See 'Access to Blackboard,' below. Assignments must be posted in a format that is readable in Microsoft Word (not *.pdf). Computers, books and notes are not allows during the in-class assessments.

Student Feedback

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

Student feedback from the most recent cohort rates this course well above FCOM average. As a result of prior student feedback, major elements of strength have been maintained, and increase emphasis is made to integrate opportunities for improving creativity and communication objectives into the course assignments. Written comments were also considered in making some minor further improvements.

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.

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 .

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.

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 <u>all</u> 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.

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