

School of Government

GOVT 524
POLICY WORKSHOP
(WELLINGTON)
(15 Points)

Trimester 2 / 2016
(CRN 27119)

COURSE OUTLINE

Prescription

Integrating theories and practices to produce in-depth studies of selected policy issues with a focus on the design and evaluation of alternative policy options.

Course Learning Objectives

1. Apply selected theories, frameworks and methods to the analysis of a public policy issue;
2. Draw on previous policy experiences (in other sectors or jurisdictions) as sources of evidence, adaptive learning and policy transfer for a new policy issue;
3. Effectively present policy analysis and advice on a contemporary policy issue orally and in writing.

Course Content

Description: Module topics and assignments	Date
Module 1: Situation analysis; comparative analysis; how we do things; working with Māori	14 July
Ex-ante analysis	15 August
Peer review (written work)	12 September
Module 2: Policy success and failure; equity and fairness; options focus on taxes and social marketing	1 September
Comparative policy option analysis	26 September
Peer review, oral presentation	
Module 3: Options focus on restorative justice; fine-tuning analyses; in-class oral presentations	20 October
Annotated analysis	31 October

See below for a detailed description and assigned readings.

Each student will also work on an individual policy analysis throughout the trimester. For 2016, the case topics are: overconsumption of sugar, crime reduction and bullying.

Trimester Dates

Monday 11 July – Monday 31 October 2016

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before **Friday 22 July 2016**.
2. The standard last date for withdrawal from this course is **Friday 7 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 [online](#).

Names and Contact Details

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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:	Thursday 14 June 2016	9.00am – 5.00pm
Module Two:	Thursday 1 September 2016	9.00am – 5.00pm
Module Three:	Thursday 20 October 2016	9.00am – 5.00pm

Locations: Classes will be held on, or close to, 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 .

Course Delivery

This course is delivered in a modular format over three days of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by 6 hours between module meetings, as detailed in the course outline below. **Attendance is required at all teaching days. Participation in online work is mandatory.**

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 Director of Professional Programmes when you enrol explaining why you will not be able to attend. The Director will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend part or all of a day (i.e. more than two hours), or cannot complete the online learning requirements within the prescribed timeframes, you must advise the course coordinator explaining why you are unable to do so. The course coordinator may require you to complete compensatory work to ensure that you have successfully met the course requirements and fulfilled the learning objectives.

Readings

There is no required text for this class.

GOVT 524 is relatively light on new assigned readings, but you will need to identify and draw on additional relevant reading materials to undertake and complete assessment items. You will continue to use some readings from all three other Public Policy core courses (GOVT 521, 522, and 523).

See below for detailed course content and assigned readings.

Expected Workload

The learning objectives set for each course are demanding and to achieve them you 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 balance your time between preparing for modules and working on assessment and to work steadily throughout the course.

Assessment

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

Submit all items through the assignments section of Blackboard, unless specifically directed otherwise. DO NOT SUBMIT PDFs.

You should keep a copy of all submitted work.

Overview of Assessed Work

Assessment Items Overview	Due Date	Length	%	CLOs
1 Ex-ante analysis	Monday 15 August 2016	2,000 words	20	1
2 Intermodule work A: Peer review (written work)	12 September	As needed	10	1, 2, 3
3 Comparative policy option analysis	Monday 26 September 2016	2,000 words	25	1, 2, 3
4 Intermodule work B: Peer review (oral presentation) Oral presentation	Before module Thursday 20 October 2016 (at Module 3)	(as needed; not specifically assessed) Depends on class size	15	3
5 Annotated analysis	Monday 31 October 2016	4,000 words (note: this includes incorporation of revised summaries of previous work)	30	1, 2, 3

Assessment Detail

Note: Marking rubrics and detailed instructions will be provided in advance of assignment due dates.

Your assessed work in this class simulates aspects of a ‘real’ policy analysis and recommendation. Even though the analysis you will do will cover all the main elements of a policy analysis, it is unavoidable that the analyses will be incomplete (the issues are challenging, and you are just one person working over a few weeks). Your analyses are done for the primary purposes of learning, and some selectivity and assumptions are necessary to keep the project manageable.

Because policy is developed in teams in the real world, and because you can learn a great deal by working with others, we are asking you to form working teams for the duration of the course. First, each student will choose a topic cluster from those set for this year: *overconsumption of sugar, crime reduction and bullying*. Each cluster will have a mentor, who will help you carve out your initial focus for your policy analysis. Each person in the cluster needs to choose a somewhat different focus, while retaining some commonality with the others. In addition, clusters of 5 or 6 students may be formed into smaller teams of 2 to 3.

The three pieces of written work and the group oral presentation all contribute to the final report. In particular, revised and summarised material from work presented in the first two written papers will be incorporated in the final report. Feedback from the oral presentation may also be addressed in the final report.

1. Ex-Ante Situation analysis

CLO 1: Apply selected theories, frameworks and methods to a public policy issue.

To prepare for this assignment, with advice from your case team mentor, you will need to select a focus within one of the class topics. Then using theories and methods as appropriate, you will provide a succinct analysis of the policy challenge or opportunity.

Your ex-ante situation analysis will include a discussion of the ‘framing’ of a policy ‘problem’, an assessment of relevant prevailing conditions, such as political context and key stakeholders’ views and disagreements on the issues, and identification of theories that are relevant for thinking about ways to address the identified problem.

2. Peer-review

CLO 1: Apply selected theories, frameworks and methods to a public policy issue.

CLO 2: Draw on previous policy experiences (in other sectors or jurisdictions) as sources of evidence, adaptive learning and policy transfer for a new policy issue;

CLO 3: Effectively present policy analysis and advice on a contemporary policy issue orally and in writing

In this inter-module work, you will critically review the ex-ante situation analysis (assignment 1) of one member of your team and an early draft of their options analysis (assignment 3). The course coordinator or team mentor will facilitate your allocation into peer-review pairs. Your review should be constructive, and recorded using the ‘comments’ feature of MSWord. Ideally, you and your peer will also discuss your comments, but this discussion does not need to be documented and will not be assessed.

3. Comparative policy option analysis

CLO 1: Apply selected theories, frameworks and methods to a public policy issue.

CLO 2: Draw on previous policy experiences (in other sectors or jurisdictions) as sources of evidence, adaptive learning and policy transfer for a new policy issue;

CLO 3: Effectively present policy analysis and advice on a contemporary policy issue orally and in writing

At the heart of any policy analysis is an estimation of the potential outcomes of at least one policy ‘option’ according to selected criteria. In this exercise, you need to set out your analysis template, and complete the analysis for ‘Option A’ (see shading in diagram below). By the final report, you will need to have completed an analysis of a second option, Option B.

For this assignment, the emphasis is on learning through comparison. So, Option A must be based on an explicit comparison with an existing policy experience (the source case). You have a choice of comparison (and your choice should differ from than of others in the team):

- *Same policy option, a different country:* You can compare the policy option (your target case option) you are developing with the same option that is already in place in another country and for which there is good information available
- *Same country, same policy instrument, different case:* You can compare the policy option you are developing with the same type of option already in use in New Zealand (or another country) but for a different objective.

Finally, while you are free to develop a suitable set of up to four criteria, one criterion must be an aspect related to Māori, or (with course convenor’s permission) another specific demographic group. Thus, in summary, your outcomes framework will have this form:

	Status Quo*	Option A (based on comparison)	Option B
Criterion 1: Required: an aspect of Treaty obligations, fairness, equity, equality or similar for Māori or other identified population group			
Criterion 2			
Criterion 3			
Criterion 4 (optional)			

*The status quo discussion need not be explicitly modelled per the above template as you will be able to draw on your ‘situation analysis’ in the first assignment.

4. Oral presentation (group assessed)

CLO 3: Effectively present policy analysis and advice on a contemporary policy issue orally and in writing.

During the third module each theme-organised group will report on their analyses. You should use visual aids (power-point or handouts). The emphasis is on effective oral communication, including answering questions. Each of you will be required to have a substantial role in the presentation. The audience will include some invited guests. Before the third module, you are strongly advised to rehearse and peer review your oral presentations, although these will not be assessed directly.

Time is allowed for reflective conversation to draw out the learning between and within the cases and to use the ‘workshop’ experience as a reflection on the differences between these cases and ‘real life’.

5. Annotated analysis

CLO 1: Apply selected theories, frameworks and methods to a public policy issue.

CLO 2: Draw on previous policy experiences (in other sectors or jurisdictions) as sources of evidence, adaptive learning and policy transfer for a new policy issue;

CLO 3: Effectively present policy analysis and advice on a contemporary policy issue orally and in writing

Because these are ‘workshop’ analyses, they cannot be truly comprehensive, and so we cannot ask for a complete analysis. Instead, we ask that for this final assessment, you bring together in a sensibly organised whole, your work on assignments 1 and 3, plus new work on your

analysis of option B, as well as your final recommendation. You are free to make any adjustments to previously reported analysis. In addition, you need to annotate your report. This means that you will add in comments that explain in detail how and why you have gone about the analysis as you have, and on any unavoidable limitations due to the short time-frames or other constraints.

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.

Group Work

All work is individually assessed, except for an oral presentation in Module 3. Your intermodular work with one or more members of your pod constitutes the additional six hours of ‘contact time’ to supplement the 9 to 5 module days. You are encouraged to meet and work with others in various ways (face-to-face, online, or via skype or conference call) in your own time to share, discuss and compare your individual assignment work, and prepare for oral reports in Module 3.

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.**

Student Feedback

Feedback was last sought in 2015. Students spoke favourably about the group work and feedback and generally appreciated the content and problem focus. A number of constructive comments were received. In response, we have: clarified the structure and assignment instructions.

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

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.

Detailed Course Content and Readings

Any changes to the sessions or readings will be notified on Blackboard in advance of the modules, along with a preparation guide to the readings.

Readings are shown in alphabetical order, and have been kept to a minimum in order to allow you time to customise your reading list, depending on your case requirements.

Module 1: 14 July

Session A: *Situation analysis* (understanding the status quo: problem framing; frame reflection; stakeholder analysis; including 'citizen perspectives') (Amanda)

Required readings:

- Reed, M. S., Graves, A., Dandy, N., Posthumus, H., Hubacek, K., Morris, J., Prell, C., Quinn, C., & Stringer, L. C. (2009). Who's in and why? A typology of stakeholder analysis methods for natural resource management. *Journal of Environmental Management*, 90, 1933–1940.
- Schelling, T. (revised by Wolf, A). (2015). *The Harvard 15 questions*. Unpublished.
- van Hulst, M., & Yanow, D. (2016). From policy 'frames' to 'framing': Theorizing a more dynamic, political approach. *American Review of Public Administration*, 46(1), 92–112.

Suggested reading:

- Bosomworth, K. (2015). Climate change adaptation in public policy: Frames, fire management, and frame reflection. *Environment and Planning C: Government and Policy*, 33, 1450–1466.
- van Wijck, P., & Niemeijer, B. (2016). Scenario planning meets frame analysis: Using citizens' frames as test conditions for policy measures. *Futures*, 77, 28–44.

Session B: Learning from comparative analysis (what is involved in comparing policy options; comparing instances of the policy elsewhere, etc) (Amanda)

Required reading:

- Ettelt, S., Mays, N., & Nolte, E. (2012). Policy learning from abroad: Why it is more difficult that it seems. *Policy & Politics*, 40(4), 491–504.

Suggested readings:

- Barzelay, M. (2007). Learning from second-hand experience: Methodology for extrapolation-oriented case research. *Governance*, 20(3), 521–543.
- Börjesson, M., Eliasson, J., Hugosson, M. B., & Brundell-Freij, K. (2012). The Stockholm congestion charges—5 years on: Effects, acceptability and lessons learnt. *Transport Policy*, 20, 1–12. [describes a possible 'source case']
- Griffith, R., & O'Connell, M. (2010). Public policy towards food consumption. *Fiscal Studies*, 31(4), 481–507. [compares instruments: taxes, regulation, and information in a market-failure context]
- Rose, R. (2002) *Ten steps in learning lessons from abroad*, EUI Working Papers 2002/5. http://cadmus.eui.eu/bitstream/handle/1814/1763/RSCAS_2002_05b.pdf?sequence=1

Session C: How do we do things? A multi-disciplinary view of human behaviour (Jaiki)

Session D: Working with Māori? An emphasis on 'with', a query about 'who' and a reason 'why'. Māori perspectives and lived experiences as an input to policy 'success', a consideration for the process, and for maximising benefits to Māori with reference to Pae Ora as a framework. (*Guest presenter: Te Aroha Hohaia, Ngāruahine, Taranaki, Te Atiawa*)

Suggested readings:

- Kukutai, T. (2004). The problem of defining an ethnic group for public policy: Who is Māori and why does it matter? *Social Policy Journal of New Zealand*, 23, 86–108.
- Durie, M. (2014). He Korowai Oranga - Māori Health Strategy. Te Manatū Hauora - Ministry of Health, Wellington. <http://www.health.govt.nz/our-work/populations/maori-health/he-korowai-oranga/pae-ora-healthy-futures>
- Ratima, M., & Jenkins, B. (2015). Pae Ora Framework and TDHB position statements. Taranaki District Health Board, New Plymouth.

Module 2: 1 September

Session A: The conditions for policy success/failure and addressing them in policy implementation (Verna)

Required readings:

- Bovens, M., 't Hart, P., & Peters, G. B. (2001). *Success and failure in public governance: A comparative analysis* (chapter: The state of public governance, pp. 3–11). Cheltenham: Edward Elgar.
- McConnell, A. (2015). What is policy failure? A primer to help navigate the maze. *Public Policy and Administration*, 30(3–4), 221–242.

Suggested reading:

Kearns, A., & Lawson, L. (2008). Housing stock transfer in Glasgow—the first five years: A study in policy implementation. *Housing Studies*, 23(6), 857–878.

Session B: Equity and fairness; differential impacts (operationalising and applying these criteria in specific analyses) (Jonathan)

Required readings:

Boston, J. (2013). What kind of equality matters? In M. Rashbrooke (Ed.). *Inequality: A New Zealand crisis* (pp. 70–86). Wellington: Bridget Williams Books.

Johnson, J., & Carter, K. (2015). Increasing equity background paper. Treasury Living Standards Framework Papers. Wellington: The Treasury.

Lempp, F., Kengmana, L., & Boston, J. (2011). Considerations of distributive justice in the context of climate change mitigation. In J. Boston, A. Bradstock, & D. Eng (Eds.). *Ethics and public policy: Contemporary issues* (pp. 125–144). Wellington: Victoria University Press.

Sessions C and D (along with session A in Module 3) are designed to deepen and solidify your understanding of selected policy instruments and enable you to better design an application to suit the circumstances and objectives)

Session C: Option focus: Taxes (Claudia)

Suggested readings:

Blecher, E. (2015). Taxes on tobacco, alcohol and sugar sweetened beverages: Linkages and lessons learned. *Social Science & Medicine*, 136–137, 175–178.

Session D: Option focus: Social marketing (Amanda)

Required readings:

Dibb, S., & Carrigan, M. (2013). Social marketing transformed. *European Journal of Marketing*, 47(9), 1376–1398. doi: 10.1108/EJM-05-2013-0248.

Suggested readings:

Collins, K., Tapp, A., & Pressley, A. (2010). Social marketing and social influences: Using social ecology as a theoretical framework. *Journal of Marketing Management*, 26(13–14), 1181–200. DOI: 10.1080/0267257X.2010.522529.

Saunders, S. G., Barrington, D. J., & Sridharan, S. (2015). Redefining social marketing: beyond behavioural change. *Journal of Social Marketing*, 5(2), 160–168. doi: 10.1108/JSOCM-03-2014-0021.

Module 3: 20 October

Session A: Option focus: Restorative Justice (Chris)

Session B: Fine-tuning analysis This session looks across theories of policy change, evidence from elsewhere and analytic techniques to emphasise the importance of considering each new policy challenge as an opportunity for innovation and insight (Amanda)

Required readings:

Astbury, B., & Leeuw, F. L. (2010). Unpacking black boxes: Mechanisms and theory building in evaluation. *American Journal of Evaluation*, 31(3), 363–381.

Considine, M. (2012). Thinking outside the box? Applying design theory to public policy. *Politics and Policy*, 40(4), 704–724.

Suggested readings:

Gupta, D. (2011). *Analyzing public policy: Concepts, tools and techniques* (chapter on ‘Projection techniques when history is inadequate’). Washington: CQ Press.

Paull, G. (2014). Can government intervention in childcare be justified? *Economic Affairs*, 34(1), (unpaged).

Thomson, H., & Thomas, S. (2015). Developing empirically supported theories of change for housing investment and health. *Social Science & Medicine*, 124, 205–214.

Sessions C and D: Class presentations and wrap up

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.
