School of Geography, Environment and Earth Sciences  
Trimester One, 2012

ENVI 520: Environmental Management: Course Outline

Class hours: Friday 2.10-4pm, unless otherwise advertised
Class location: Cotton 228
Trim 1 dates: Lectures over Trimester 1 lecture period, Monday 5 March to Fri 8 June.
First class: Fri 9 March; last class: Fri 8 June

Coordinator: Associate Professor Ralph Chapman
Teachers: Ralph Chapman
Office hours (Ralph Chapman): Wed 4.30 – 5.30; or Thurs 11-12.30; but please email for an appointment.
Office: Room 212, Cotton Building, Kelburn Campus, VUW
Telephone: 04 463 6153 or 021 725 742
Email: Ralph.chapman@vuw.ac.nz; Ensure that any email has ENVI 520 in subject line.

Administrator: Suzanne Weaver, Cotton 311, 463 6108, Suzanne.weaver@vuw.ac.nz

Introduction

Course aim

To provide an overview of issues in contemporary environmental management and sustainability, both in general and in the New Zealand context. Environmental management and ‘resource management’ are distinguished, as are management and governance. The course provides a broad view of relevant concepts and frameworks (for example, sustainability, the precautionary approach, systems thinking), tying these to the development of thinking about environmental governance and management.

In addition to introducing relevant concepts and frameworks, the course illustrates application of these ideas and frameworks to current environmental challenges, ranging from water management to urban design. The course also introduces practical environmental management tools, including communication tools, and analyses challenges of environmental behaviour change.

Learning objectives and approach

By the end of this course, you should have a good understanding of:

1. The big picture of challenges facing environmental management and sustainability, and ways of seeing these challenges
2. The main aspects of environmental governance and management
3. How to improve environmental outcomes, including through behaviour change.
The first assignment (see below) relates to point 1 above; the second assignment relates to points 1-3, as does the final examination. Learning is based on readings, discussion and a few presentations by selected guest speakers. The timing of invited contributors may be adjusted during the year, if invitees' commitments change.

In selecting the readings we seek to introduce students to a wide range of examples of issues in environmental management, drawing on a mix of countries, from the UK to the Netherlands to New Zealand, and on a variety of international institutions such as the European Environment Agency (EEA) and OECD, through to local organisations including New Zealand NGOs. (Some useful websites are provided at the end of this course outline.)

There are no group-work requirements as such, although each seminar will include a sharing of ideas through discussion of two prescribed readings. The discussion will be led by students. Each student will do at least one presentation on a reading during the course. The lecturer on the day will moderate the discussion, but all class members are expected to contribute. The seminars will also usually include a presentation by the lecturer or by a visiting speaker, providing a perspective on key issues of the week, or on a significant topic in the course.

As this is a graduate seminar class, you, as a class member are expected to have done at least the prescribed readings, and your own selection among the recommended readings. If you wish to get the most from the class you will have consistently read several of the recommended readings before the relevant class, and will come prepared to discuss key insights from those readings. Workload is consistent with a 15-point course, i.e. around 150 hours of work overall, including seminars, reading, and assessment tasks.

Materials
As noted, there are two sorts of readings: prescribed (you must do these) and recommended.. Additional prescribed or recommended reading may be identified either in a revision of the Course programme below, or at the class the week before.

I will distribute, about one week before each seminar, a guidance note with questions to focus your reading. Do not interpret this as ‘sufficient’ or the only matters on which to focus attention.

Please let me know if the URLs shown below have become outdated or you are having difficulty accessing any readings. The Course readings will be updated during the year. There are no prescribed books for the course. If you are finding it difficult to understand the readings, or you would like further reading suggestions, please contact me..

Course assessment

- Assignment 1 due Wed 4 April, noon
  (an essay of up to 1,500 words) 20%
- Assignment 2 due Wed 16 May, noon
  (a short research project: 3,000 words) 30%
- Presentation (critical commentary) on a reading to the class 10%
- 2-hour closed book exam (in period Fri 15 Jun – Wed 4 Jul) 40%

As noted above, each student is expected to make a short (max 15 minute) presentation at some point during the course, on at least one of the prescribed readings. This presentation should provide a succinct critical commentary on the reading you are covering. This presentation

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1 The topic for this assignment will be distributed by Monday 12 March.
is marked (10%). Criteria for assessment of this presentation are: analysis and commentary (briefly summarises the reading; illuminates it and relates it to the theme of the day’s seminar; offers useful critical comment), and oral presentation skills (including audibility, clarity of any visual material; does not go over time-limit).

It can take up to three weeks to mark the written assignments; the aim is two. Detailed requirements for the assignments will be provided in class. (Note that you are required to provide an electronic copy of your assignments, emailed in to Ralph Chapman, this may be used to check for plagiarism.²) Assignment 2 topics might include, for example, an analysis of the role and performance of a New Zealand environmental agency; or the credibility and implications of the rating of New Zealand in the Environmental Performance Index, developed by the Center for Environmental Law & Policy at Yale University.

To pass this course a student must meet the mandatory requirements (including completion of the two assignments and presentation) and achieve at least an average of "C" over all the assessments, weighted as shown above.

Suggested Research Project schedule (guidance only)
- By end of Easter – Tue 10 April: Take a break then select a topic and discuss with fellow students or the course coordinator. Read 3 or 4 papers on the preferred topic and draft a 1-page outline, setting out the background to the topic, the main research question or questions you are focusing on, and the method you are taking to research it.
- By end of Trim break, Mon 23 April: Have discussed your outline and draft with fellow students. These discussions will help frame your ideas on the research project. You should now have a tidy first draft including a short literature review drawing on 10-20 sources. Draft should have all elements except Intro and Conclusion.
- By Monday 30 April: A second, tidy draft including all sections. Then keep refining and reading till…
- Wed 16 May: Ensure it is carefully proof-read (especially if English is not your first language), has a word count, etc. Hand in at noon.
- You do not need to hand in your outline/drafts and you will not be assessed on these.

Notices and additional information
Most notices will be given in class. Notices will also be given by email or by Blackboard: http://blackboard.vuw.ac.nz/ Please note that the course programme and readings will be updated from time to time during the year. For more information, contact Ralph Chapman.

Late work, penalties and extensions
Work handed in late without extensions or extenuating circumstances will be penalised (up to 5% of the mark for each whole day late). For exams, a medical certificate will be required if sickness is involved.

² Turnitin policy: Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. 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.
ENVI 520: Course programme (subject to updating)

Note that the alignment between dates and topics is indicative only, and can be expected to vary over the year. Names of further guest speakers to be advised.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Prescribed readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
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<tr>
<td>(Fri 5 Mar)</td>
<td>Coordinator’s background</td>
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<td>Expectations and standards for a graduate class: workload, Blackboard,</td>
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<td></td>
<td>assessment, etc.</td>
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<td>The place of this course vis a vis the overall programme, including</td>
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<td>Part 2</td>
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<tr>
<td></td>
<td>1 The big picture</td>
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<td></td>
<td>1.1 The history of environmental issues and politics</td>
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<td>Environmental issues; the history of environmental politics; the big</td>
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<td></td>
<td>current environmental challenges</td>
<td>Wright (2005) final chapter</td>
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<td>Week 2</td>
<td>1.2 The big picture: sustainability and well-being</td>
<td>Dietz et al (2009)</td>
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<td>Sustainability, well-being, choice, health, development, and happiness</td>
<td>Jackson (2009) Ch 3</td>
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<td>Week 3</td>
<td>1.3 The big picture: economic and technological drivers</td>
<td>KPMG (2012)</td>
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<td>Economic growth, trade and globalisation; technology and its role</td>
<td>Schneider et al (2010)</td>
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<td>Week 4</td>
<td>2 Ways of seeing the environmental challenge</td>
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<td></td>
<td>2.1 Disciplines and systems thinking</td>
<td>Capra (1997)</td>
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<td></td>
<td>The ‘environment’ and ‘resources’; disciplines of environmental</td>
<td>Ostrom (2008)</td>
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<td>management, interdisciplinarity; systems thinking, scale, emergence;</td>
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<td>resilience</td>
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<td>Week 5</td>
<td>2.2 Ethics, values, art</td>
<td>Wilson, Syme and Knight (2000)</td>
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<td>Different world views: Maori, Christian and other perspectives; values</td>
<td>White (1967)</td>
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<td>as influences on environmental behaviour; environmental citizenship</td>
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<td></td>
<td>(incl. education for sustainability), art</td>
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<td>Assignment 1 due: Wed 4 April, noon</td>
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<td>Easter and mid-trimester break Fri 6 April – Fri 20 April</td>
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<td>Week 6</td>
<td>2.3 Science, risk and uncertainty</td>
<td>Sarewitz (2000)</td>
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<td>Beg 23 Apr</td>
<td>Science and objectivity; Risk, uncertainty, ignorance; decision</td>
<td>Diamond (2005)</td>
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<td>making under uncertainty; precautionary principle</td>
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<tr>
<td>Beg 30 Apr</td>
<td>Understanding individual pro-/anti-environmental behaviour</td>
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<td>Beg 7 May</td>
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<td>3.1 Environmental governance in context; co-management; adaptive governance institutions, implications of social-ecological systems theory, etc.</td>
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<td>Assignment 2 (project) due: Wed 16 May, noon</td>
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<td>Week 9</td>
<td>3.2 Issues, instruments and practice in Aotearoa/New Zealand</td>
<td>MIE (2011) OECD (2007)</td>
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<td>Beg 14 May</td>
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<td>Beg 21 May</td>
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<td>Beg 28 May</td>
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<td>Week 12</td>
<td>4 Conclusion Improving environmental outcomes: the potential for change</td>
<td>Beddoe et al (2009)</td>
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<td>Beg Tu 5 Jun after QB</td>
<td>Reshaping govt institutions; better integrating the environment into the thinking of agencies of govt; capacity building; building a wider constituency; international networking.</td>
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<tr>
<td>Study period and Exam period Fri 5 June – Wed 4 July.</td>
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ENVI 520: Readings
This reading list is copyright and should not be reproduced without A/Prof Chapman’s permission. Note that this list may be updated and revised.
Items which can be uploaded directly from Blackboard are highlighted in grey.

“So far, we’re not doing any better than cyanobacteria -- consume resources, and reproduce until everything is filled up and used up.”

1 The big picture:

1.1 The back story of environmental issues and environmental politics

Wright, R. (2005) *A Short History of Progress.* New York: Carroll & Graf Publishers. [Last chapter only, i.e. Ch V. The whole book is about 140pp, but a quick read] [CB151 W952 S: 3 day loan]

Recommended:


1.2 **The big picture: sustainability and well-being**

What is sustainability? Choice; health; development; happiness

*Sustainability is the capacity to create, test and maintain adaptive capability.*
- Holling, Gunderson and Ludwig, 2002

https://groups.nceas.ucsb.edu/sustainability-science/weekly-sessions/session-3-09.27.2010/supplemental-readings-from-princeton-group/misc-ideas-papers/Dietz%20et%20al%202009%20efficient%20well-being.pdf


Recommended:


1.3 The big picture: economic and technological drivers
Economic growth, trade and globalisation; technology and its impact


Schneider, F., Kallis, G., & Martínez-Alier, J. (2010). Crisis or opportunity? Economic degrowth for social equity and ecological sustainability. Introduction to this special issue. Journal of Cleaner Production, 18(6), 511-518
http://www.cemus.uu.se/dokument/msd2010-2011/article%20for%2024th.pdf

Recommended:
http://www.nature.com.helicon.vuw.ac.nz/nature/journal/v476/n7361/full/nature10311.html


2 Environmental management: ways of seeing

2.1 Disciplines and systems thinking

The ‘environment’ and ‘resources’; disciplines of environmental management, interdisciplinarity; systems thinking, scale, emergence; resilience


Recommended


2.2 Ways of seeing: ethics, values, art

Different world views: Maori, Christian and other perspectives; values as influences on environmental behaviour; environmental citizenship (incl. education for sustainability); art

Where Tomorrow? [pp 9-12]  


Recommended:
http://arjournals.annualreviews.org/helicon.vuw.ac.nz/toe/energy/33/1

http://arjournals.annualreviews.org/helicon.vuw.ac.nz/toe/energy/30/1


http://www.pce.govt.nz/work_programme/reports_by_subject/all_reports/sustainable_development/see_change

http://www.blackwell-synergy.com/helicon.vuw.ac.nz/toc/cbi/19/1

[Chapter 8, A Civil Society: pp. 119-132.][ DU422 P958 A3 E]


[HC79 E5 E61 PA]


2.3 Ways of seeing: science, risk and uncertainty

Science and objectivity; risk, uncertainty, ignorance; decision making under uncertainty; precautionary principle

http://www.cspo.org/ourlibrary/themes/environment.htm [~14 pp]

[HN13 D537 C: 3 day loan and Closed reserve.] Part of Chapter 16: pp.503-525

Recommended:
http://www.ted.com/talks/naomi_klein_addicted_to_risk.html

http://arjournals.annualreviews.org.helicon.vuw.ac.nz/toc/energy/31/1


http://www.pce.govt.nz/work_programme/reports_by_subject/all_reports/legislation__and__policy/missing_links_report

Freudenburg, N. (2008) 'Rethinking the threats to scientific balance in contexts of litigation and regulation', Environmental Health Perspectives, 116 (1), pp.142-147  


[Chapter 17 – Conclusions].  


2.4 Ways of seeing: the Individual & environmental change
Understanding the individual’s resistance to pro-environmental behaviour; evaluating and improving the sophistication of interventions

http://www.sciencedirect.com/science/journal/02724944


Recommended:

http://www.ors.regione.lombardia.it/publish_bin/C_2_ACU_contenuto_74_ListaAllegati_A Allegato_0_All_Allegato.pdf


http://www7.nationalacademies.org/dbase/Environmental%20Law%20Review%20PDF.pdf#search=%22gardner%20stern%20environmental%20problems%20human%20behavior%22


### Environmental management, governance and institutions

#### 3.1 Environmental governance in context:

- co-management; adaptive governance; Institutions and governance, implications of social-ecological systems theory, etc.

  http://www.marecentre.nl/mast/documents/Mastvol9no1_Berkes.pdf


Recommended:

  http://www.eebweb.arizona.edu/courses/ecol206/dietz%20et%20al.%202003%20the%20struggle%20to%20govern%20the%20commons.pdf


3.2 Environmental management: Issues, instruments and practice in Aotearoa/New Zealand


Recommended


3.3 Environmental management in practice in Aotearoa New Zealand: case studies – growth and progress; and water


Recommended


3.4 Environmental management in practice in Aotearoa New Zealand: case studies – cities, energy and transport


Recommended


4 Conclusion

Improving environmental outcomes; concluding thoughts

Improving environmental outcomes; using the range of policy instruments – from institutional change to behaviour change; the potential for change

Recommended:


http://www.oecd.org/dataoecd/60/1/1947305.pdf


Daly, H (2005) "Economics in a Full World" *Scientific American*, 293 (3).


Some useful web resources

- Ministry for the Environment: www.mfe.govt.nz
- Local Government New Zealand: http://www.lgnz.co.nz
- Parliamentary Commissioner for the Environment: www.pce.govt.nz
- EECA: http://www.eeca.govt.nz/
- The Royal Society of New Zealand: http://www.rsnz.org/
- NZ Centre for Sustainable Cities: http://sustainablecities.org.nz/

Civil society organisations

- ANZSEE Australia NZ Society for Ecological Economics: http://www.anzsee.org/
- AWATEA: Aotearoa Wind and Tidal Energy Association mail@awatea.org.nz
- Celsias: http://www.celsias.com/
- Cycle Aware NZ http://www.can.org.nz/
- EDS (Environmental Defence Society) http://www.eds.org.nz/
- Greenpeace NZ http://www.greenpeace.org.nz/
- ICLEI http://ccpICLEI.org/ccp-nz/
• NZ Photovoltaic Association: http://www.photovoltaics.org.nz/
• NZ Marine Sciences Society NZMSS http://www.fijilandunderwater.com/ contact; chrisp@tepapa.govt.nz
• NZ Wind Energy Assn http://www.windenergy.org.nz/
• PHA (Public Health Association) PHA http://www.pha.org.nz/
• Solar Action: http://www.solaraction.org.nz/
• Sustainable Aotearoa NZ (SANZ): http://www.sanztrust.org.nz/index.php?option=com_frontpage&Itemid=1
• Sustainable Cities Trust http://www.community.net.nz/Links/SubjectAreas/EnvironmentConservation/sustainablecities.htm
• Sustainability Council http://www.sustainabilitynz.org/default.asp
• Sustainable Energy Forum: http://www.sef.org.nz/
• Sustainable Future: http://sustainablefuture.info/SITE_Default/Home.asp
• T2000+ (Transport 2000+) http://www.techmedia.co.nz/t2k/
• The Pacific Institute of Resource Management http://www.pirm.org.nz/
• The Royal Forest and Bird Protection Society http://www.forestandbird.org.nz/index.asp
• Wiser Earth: http://www.wiserearth.org/
• WWF: http://www.wwf.org.nz/climatechange/index.cfm

Business organisations

• Business NZ: http://www.businessnz.org.nz/
• Sustainable Business Network: http://www.sustainablebusiness.org.nz/
• SIA (Solar Industries Assn) http://www.solarindustries.org.nz/
• Envirostate: http://www.envirostate.co.nz/index.asp

Miscellaneous

• Chris Jordan: ‘environmental’ photography: http://www.chrisjordan.com/

Offshore:

• OECD: http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1_1_00.html
  OECD databases can be useful, e.g.
• OECD/EEA environmental policy instruments database: http://www2.oecd.org/eeainst/queries/index.htm
• European Environment Agency [EEA]: http://www.eea.eu.int/main_html
• UK Sustainable Development Commission: http://www.sd-commission.org.uk/
• CSERGE: http://www.uea.ac.uk/env/cserge/pub/wp/edm/index.htm
• UNEP: http://www.unep.org/
• International Institute for Sustainable Development: http://www.iisd.org/
• Intergovernmental Panel on Climate Change: http://www.ipcc.ch/
• Grist Magazine: http://www.grist.org/
• Planetizen: (plan-NET-a-zen) - urban planning news, commentary, announcements, book reviews, jobs and events.: http://www.planetizen.com/
• New Urbanism organisation: http://www.newurbanism.org/newurbanism.html
• The Australia Institute: http://www.tai.org.au/
• Pew Center on Global Climate Change, USA: http://www.pewclimate.org/about/
• Redefining Progress, USA: http://www.rprogress.org/

Interesting blogs

• Grist: http://gristmill.grist.org/
• Worldchanging: http://www.worldchanging.com/
General University Policies and Statutes
Students should familiarise themselves with the University’s policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or on the VUW website at

http://www.victoria.ac.nz/home/study/calendar.aspx

Student and Staff Conduct
The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

www.victoria.ac.nz/home/about/policy/students.aspx

The Policy on Staff Conduct can be found on the VUW website at:

www.victoria.ac.nz/home/about/policy/staff.aspx

Academic Grievances
If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; the VUWSA Education Coordinator is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

www.victoria.ac.nz/home/about/policy/students.aspx

Academic Integrity and Plagiarism
Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one’s own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University’s website:

www.victoria.ac.nz/home/study/plagiarism.aspx
**Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

- telephone: 463-6070
- email: disability@vuw.ac.nz

The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

**Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at: [www.victoria.ac.nz/st_services/](http://www.victoria.ac.nz/st_services/)

VUWSA employs an Education Coordinator who deals with academic problems and provides support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

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