

School of Government

PADM 508

APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with MAPP 522 / MMPM 503
ECONOMICS AND PUBLIC POLICY /
ECONOMIC POLICY CHALLENGES FOR PUBLIC MANAGERS)

Trimester Two / 2011

COURSE OUTLINE

Names and Contact Details

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The Treasury

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The Treasury

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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

From Thursday 7 July to Thursday 3 November 2011

Withdrawal from Course

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 22 July 2011**.
2. The standard last date for withdrawal from this course is **Monday 26 September 2011**. 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.

Class Times and Room Numbers

| | | |
|----------------------|---------------------------|-----------------|
| Module One: | Thursday 7 July 2011 | 8.30am – 6.00pm |
| Module Two: | Thursday 1 September 2011 | 8.30am – 6.00pm |
| Module Three: | Thursday 20 October 2011 | 8.30am – 6.00pm |

Attendance is required at all three modular teaching days

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.

Economists don't know very much about the economy; other people, including politicians who make economic policy, know even less

Herbert Stein

Course Learning Objectives

This course brings to bear the fundamental tools of economics on complex or “wicked” policy issues. It aims to apply economic frameworks to scope the issues and develop policy options. In many instances, a purely economic approach may not necessarily encompass all the relevant dimensions of a comprehensive policy analysis. Hence the course will recognise the role of other frameworks which can complement the use of economic paradigms to support the development of policy options that encompass economic, social, environmental and cultural outcomes.

By the end of the course, participants will:

1. Develop an enhanced understanding of fundamental elements of economics and their application to policy issues;
2. Gain insights into other frameworks that can complement an economic approach to complex policy issues; and
3. Demonstrate skills in economic reasoning and communication as applied to complex policy issues.

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will accordingly be assessed on that basis.

Course Content

The course is designed for those involved in the development of public policy. It has three overarching themes:

- a strong foundation of economic principles that underpin much of public policy;
- an appreciation of other paradigms that can complement economic frameworks; and
- an emphasis on bringing both sets of frameworks to bear of contemporary but challenging areas of public policy through a series of selected case studies.

The case studies form a central part of the course. They provide an opportunity for reading and analysis of important but difficult areas of policy. More importantly, while economic principles will underpin the analysis of these problems, they will almost inevitably require the use of other frameworks to enrich understanding and provide a broader perspective for the development of policy approaches. Finally, the case studies will provide students with an opportunity to further hone their communication skills through class workshops and discussions. In three instances, the case studies will be led by experts in the respective fields.

Course Delivery

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a ‘module’). There are three modules in the course with approximately seven weeks between each module. **Attendance is required at all three modular teaching days (8.30am – 6.00pm).**

Course Structure: An Overview

| Session | Module 1 Thursday 7 July 2011 | Module 2 Thursday 1 September 2011 | Module 3 Thursday 20 October 2011 |
|-------------------|--|---|--|
| | Dr Veronica Jacobsen | Dr Grant Scobie | Dr Grant Scobie |
| 8.30am – 10.30am | Economic principles and their application to policy issues 1.1 How the Market Works | 2.1 Widening the net <ul style="list-style-type: none"> ➤ Behavioural Economics ➤ Institutional Economics ➤ Rights based models ➤ Social Capital | 3.1 Case Study <ul style="list-style-type: none"> ➤ Housing Affordability Guest lecturer: Dr Andrew Coleman |
| 10.30am – 11.00am | <i>Morning Tea</i> | | |
| 11.00am – 12.30pm | 1.2 When the market fails | 2.2 Case Study <ul style="list-style-type: none"> ➤ Taxes and Welfare Guest Lecturer: Omar Aziz | 3.2 Class workshop <ul style="list-style-type: none"> ➤ Welfare Reform: The WWG 2011 report |
| 12.30pm – 1.30pm | <i>Lunch</i> | | |
| 1.30pm – 3.30pm | 1.3 When government fails | 2.3 Case Study <ul style="list-style-type: none"> ➤ Savings and Retirement | 3.3 Case Study <ul style="list-style-type: none"> ➤ Aid in the Pacific: A Policy Challenge for NZ Guest Lecturer: Dr Brian Bell |
| 3.30pm – 4.00pm | <i>Afternoon Tea</i> | | |
| 4.00pm – 6.00pm | 1.4 Case Study <ul style="list-style-type: none"> ➤ Criminal Justice | 2.4 Case Study <ul style="list-style-type: none"> ➤ Obesity: A Public Health Issue? Guest lecturer: Dr Bronwyn Croxson | 3.4. Case Study <ul style="list-style-type: none"> ➤ NZ’s Productivity and Economic Growth |

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 module and regular learning is necessary between modules (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.

Group Work

Students will engage in group discussion and work during the course; however assessments in the course will be based on individual assignments.

Course Materials

Textbook

The following book is required for the course. It comprises of short chapters on a wide range of public policy issues. It is, however, focused on economic issues; so as to gain an appreciation of other approaches, you will need to rely on the readings and your own research.

- Miller, Roger LeRoy, Daniel K Benjamin and Douglass C North (2007) *The Economics of Public Issues*. 16th ed. (Addison Wesley)

Other books that you could find useful

The first is an excellent economics text that is true to its title and provides examples of an economic approach to problems:

- Heyne, Paul, Peter J. Boettke and David L. Prychitko (2005) *The Economic Way of Thinking*. 11th ed. (Prentice Hall).

The next book is also a really good economics text. It combines the basics of microeconomics with a whole raft of examples in which the author applies the framework to policy issues – pollution, voting, plea bargaining, religious broadcasting....

- Friedman, David D. (1990) *Price Theory: An Intermediate Text*. (South-Western).

but wait... there is more... the book is online:

- www.daviddfriedman.com/Academic/Price_Theory/PThy_ToC.html

and for some lighter reading any of the following will stimulate your thinking about policy issues and are entertaining reading at the same time – great for the bedside table:

- Levitt, Steven D. and Stephen J. Dubner (2006) *Freakanomics: A Rogue Economist Explores the Hidden Side of Everything*. (William Morrow)
- Harford, Tim (2006) *The Undercover Economist: Exposing why the rich are rich, the poor are poor and why you can never buy a decent used car*. (New York: Oxford University Press).
- Ormerod, Paul (2007) *Why Everything Fails: Evolution, Extinction and Economics* (Wiley).
- Hamermesh, Daniel S. (2004) *Economics is Everywhere*. (New York: McGraw Hill).
- Coyne, Diane (2002) *Sex, Drugs and Economics: An Unconventional View* (New York: Texere).

Useful websites

- New Palgrave Dictionary of Economics: www.dictionaryofeconomics.com/dictionary
- Australian Policy Online (APO): www.apo.org.au/ . This is an excellent source for current (Australian) policy reports.
- National Center for Policy Analysis: www.ncpa.org/ , a similar site for the USA.
- For a wide range of papers in economics, see: <http://ideas.repec.org/>
- Mercatus Center, George Mason University: www.mercatus.org/ for a range of material under the Economics and Public Policy tab.
- Martin Wolf: Associate Editor and Chief Economics Correspondent for the *Financial Times*: <http://blogs.ft.com/wolfforum/>
- The blogosphere is full of the musings of good economists on public policy issues: among my favourites are:
 - www.marginalrevolution.com/
 - <http://delong.typepad.com/>
 - <http://krugman.blogs.nytimes.com/>
 - <http://freakonomics.blogs.nytimes.com/>
 - <http://gregmankiw.blogspot.com/>
 - www.economicthinking.org/
 - <http://offsettingbehaviour.blogspot.com/>
 - www.adamsmith.org/blog/
- Centre for Economics Policy Research (ANU): <http://cepr.anu.edu.au/discussionpapers.htm>
- Centre for Independent Studies: www.cis.org.au/
- The Australia Institute: www.tai.org.au/
- Institute for Public Policy Research (UK): www.ippr.org.uk/
- Policy Studies Institute (UK): www.psi.org.uk/

Readings

All the readings are available on the web. They are a critical part of the course. Priority should be given to the required readings, but time spent in the supplementary readings will enhance your learning outcomes from the course.

For each of the case studies, there is a list of required readings (and in most cases supplementary readings), together with a number of key questions. These questions are intended to guide your reading and form the basis of discussion during the class sessions. It is essential that you undertake the required readings for the Case Studies, prior to coming to the class, so you can make a full contribution to both group workshops and the general discussion.

Accessing the readings

Many of the readings are in the public domain and you can access them directly on the web. In every case, the link is provided. However, some journal articles are only available through subscription. The Victoria University library holds the subscriptions and thus provides students with access to its online holdings. To access these, you will need to log in to the Victoria University Library website via the myVictoria student web portal, so that you are recognised as being part of the University community which is entitled to use the resource.

As an example, here are the steps you would follow to access a working paper from the National Bureau of Economic Research (NBER):

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 once you've logged in for the first time).
3. Once you've logged into myVictoria, select the Library tab (from the list of tabs along the top of the page).
4. On the right hand side, in the Library Catalogue box, enter NBER as a keyword search.
5. The result will be about 2065 hits. Don't panic! Scroll down to the 8th item, NBER working paper series, and click on the link. Click on the Electronic Resource link and you will be taken to the NBER website.
6. Click Publications, then Working Papers, then under Bibliographic Search for working papers only, put in the working paper number from the reading list (e.g. 14631) and click Search. The PDF full text should be available to you now.
7. For a (very) full set of instructions, see the online tutorial Using Library Research Tools at www.victoria.ac.nz/library/ .
8. Should you need further assistance, please contact:

Janet Keilar
Faculty Librarian – Commerce
Victoria University of Wellington
Room RWW 226a, Level 2, Railway West Wing, Pipitea Campus
P.O. Box 600, Wellington, New Zealand
Email: janet.keilar@vuw.ac.nz
Telephone: (04) 463 6945

Janet has kindly offered that if anyone has difficulty linking to the readings, they should contact her and as a last resort, she will send them the material as an email attachment, wherever possible.

It is recommended that you ensure your computer access to myVictoria and the Victoria University Library is working before the course starts.

If you have any problems with myVictoria, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz , or visit the ITS Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

Introduction to the Course

Some problems are so complex that you have to be highly intelligent and well informed just to be undecided about them

Laurence J. Peter

Many of the problems we will address in the course are sometimes referred to as **wicked problems**. The following readings, that you should do *prior to the start of the course*, are intended to give you an appreciation of wicked problems in the context of public policy making.

Required Readings

- Batie, Sandra S. (2008) “Wicked Problems and Applied Economics” American Journal of Agricultural Economics 90(5):1176-1191. www.oecd.org/dataoecd/36/1/43926484.pdf
- Australian Public Service Commission (2007) “Tackling Wicked Problems: A Public Policy Perspective.” Canberra. www.apsc.gov.au/publications07/wickedproblems.htm
- Conklin, E. Jeffrey (2005) “Wicked Problems and Social Complexity.” *Dialogue Mapping: Building Shared Understanding of Wicked Problems*, (New Jersey: Wiley): Chapter 1. www.cognexus.org/id26.htm#wicked_problems_and_fragmentation

Supplementary Readings

- Roberts, Nancy (2000) “Wicked Problems and Network Approaches to Resolution.” *International Public Management Review* 1(1):1-19. www.idt.unisg.ch/org/idt/ipmr.nsf/
- New Zealand Business Roundtable (2007) “Public Policy: An Introduction.” New Zealand Business Roundtable, Wellington. www.nzbr.org.nz/site/nzbr/files/speeches/0806%20nzbr%20public%20policy%20kerr.ppt

Module 1: Economic Principles and their Application to Public Policy Issues

Most of economics can be summarized in four words: People respond to incentives. The rest is commentary.

Steven E. Landsburg

1.1 How the market works

Required Readings

- Lazear, Edward P. (2000) “Economic Imperialism.” www.nber.org/papers/w7300.pdf
- Varian, Hal (1989) “What use is Economic Theory?” www.ischool.berkeley.edu/%7Ehal/Papers/theory.pdf
- Varuhas, Jason, Lindy Fursman and Veronica Jacobsen (2003) “Work and Family Balance: An Economic View.” Working Paper 03/26, New Zealand Treasury, Wellington. www.treasury.govt.nz/publications/research-policy/wp/2003/03-26/

Supplementary Readings

- Reed, W. Robert and Max Schanzenbach (1996) *Prices and Information: A Simple Framework for Understanding Economics*. www.ou.edu/class/econ3003/area1b.htm

- Friedman, David D (1990) *Price Theory: An Intermediate Text*. South-Western: Chapters 1-2.
www.daviddfriedman.com/Academic/Price_Theory/PThy_Chapter_1/PThy_CHAP_1.html
www.daviddfriedman.com/Academic/Price_Theory/PThy_Chapter_2/PThy_CHAP_2.html
- Batie, Sandra (2008) "Wicked problems and applied economics." *American Journal of Agricultural Economics* 90(5):1176-1191. www.oecd.org/dataoecd/36/1/43926484.pdf

Key Questions

1. What are the advantages and disadvantages of economic analysis in addressing wicked policy problems?
2. What are the functions of price mechanism in a free market economy?
3. Should there be a market for human organs?

1.2 When the Market Fails

Required Readings

- Caplan, Bryan (2008) "Externalities." *The Concise Encyclopaedia of Economics*.
www.econlib.org/library/Enc/Externalities.html
- Cowen, Tyler (2008) "Public Goods." *The Concise Encyclopaedia of Economics*.
www.econlib.org/library/Enc/PublicGoods.html
- Crampton, Eric (2007) "Market Failure" *Encyclopaedia of Law and Society*.
www.econ.canterbury.ac.nz/personal_pages/eric_crampton/MktFailure.pdf

Supplementary Readings

- Feldman, Allan M. (2008) "Welfare economics." *The New Palgrave Dictionary of Economics Online*. www.dictionaryofeconomics.com/article?id=pde2008_W000050
- NZIER (2004) "Sustainable infrastructure: A policy framework" Report to the Ministry of Economic Development, May, New Zealand Institute of Economic Research, Wellington: Chapter 3. www.med.govt.nz/upload/18061/nzier.pdf
- Reed, Lawrence W. (1980) "Witch-hunting For Robber Barons: The Standard Oil Story" *Ideas on Liberty* (March).
www.dadyer.com/Economic%20Readings/witchhunting%20for%20robber%20barons.htm

Key Questions

1. Does market failure justify redistribution?
2. Is there market failure in global warming, and if so, what is it?
3. Is there market failure in education?

1.3 How the Government Fails

Required Readings

- Hausman, Daniel M (2008) "Market Failure, Government Failure, and the Hard Problems of Co-operation." *Ethics and Economics* 6(1):1-5.
<https://papyrus.bib.umontreal.ca/jspui/handle/1866/3421>
- Myddelton, D. R. (2001) "They Meant Well: Government Project Disasters." Hobart Paper No. 160, Institute of Economic Affairs, London: Chapter 10.
<http://ssrn.com/abstract=1021302>
http://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID1021302_code697984.pdf?abstractid=1021302&mirid=4
- Shughart II, William F (2008) "Public Choice." *The Concise Encyclopaedia of Economics*.
www.econlib.org/library/Enc/PublicChoice.html

Supplementary Readings

- Ambler, Tim (2009) “The Financial Crisis: Is Regulation Cure or Cause?” ASI Briefing Paper, Adam Smith Institute, London. www.adamsmith.org/images/pdf/financial-crisis.pdf
- Eiras, Ana Isabel (2003) “Ethics, Corruption, and Economic Freedom.” Heritage Lecture No. 813, Heritage Institute, Washington. www.heritage.org/research/tradeandeconomicfreedom/hl813.cfm
- Horwitz, Steven (2008) “An Open Letter to my Friends on the Left” Department of Economics, St. Lawrence University. http://myslu.stlawu.edu/~shorwitz/open_letter.htm
- Viscusi, W. Kip (2006) “Regulation of Health, Safety, and Environmental Risks.” Harvard Law and Economics Discussion Paper No. 544, Harvard Law School, Cambridge MA. www.law.harvard.edu/programs/olin_center/papers/pdf/Viscusi_544.pdf

Key Questions

1. What is the impact of banning the sale of human organs?
2. What instruments can be used to improve the quality of regulation?
3. How can corruption in government be addressed?

1.4 Case Study: Criminal Justice

Required Readings

- Friedman, David D. (2002) "Crime." *The Concise Encyclopaedia of Economics*. www.econlib.org/LIBRARY/Enc/Crime.html
- Weatherburn, Don (2001) “What Causes Crime” Crime and Justice Bulletin No 51, NSW Bureau of Crime Statistics and Research, Canberra. [www.cso.nsw.gov.au/lawlink/bocsar/ll_bocsar.nsf/vwFiles/CJB54.pdf/\\$file/CJB54.pdf](http://www.cso.nsw.gov.au/lawlink/bocsar/ll_bocsar.nsf/vwFiles/CJB54.pdf/$file/CJB54.pdf)
- Levitt, Steven D (2004) “Understanding Why Crime Fell in the 1990s: Four Factors that Explain the Decline and Six that Do Not.” *Journal of Economic Perspectives* 18(1):163-190.

Supplementary Readings

- Aos, Steve, Miller, Marne and Elizabeth Drake (2006) “Evidence-Based Public Policy Options to Reduce Future Prison Construction, Criminal Justice Costs, and Crime Rates.” Washington State Institute for Public Policy, Olympia. www.wsipp.wa.gov/rptfiles/06-10-1201.pdf
- Austin, James, Todd Clear, Troy Duster, David F. Greenberg, John Irwin, Candace McCoy, Alan Mobley, Barbara Owen, Joshua Page (2007) “Unlocking America: Why and How To Reduce America's Prison Population.” JFA Institute. www.jfa-associates.com/publications/srs/UnlockingAmerica.pdf

Key questions

1. What are the limitations of the economic approach to crime?
2. What is the impact of imprisonment on crime?
3. What is the most effective way of reducing crime?

Module 2

2.1 Widening the net: a synopsis of complementary frameworks

(Note: There are rather more readings in this section as it covers a wide range of complementary approaches to public policy issues)

Required Readings

- Jacobsen, Veronica, Lindy Fursman, John Bryant, Megan Claridge and Benedikte Jensen (2004) Theories of the Family and Policy. Working Paper 04/02, New Zealand Treasury, Wellington. www.treasury.govt.nz/publications/research-policy/wp/2004/04-02/
- Ministry of Economic Development (2006) Behavioural Analysis for Policy: New Lessons from Economics, Philosophy, Psychology, Cognitive Science, and Sociology. This paper is intended as an introductory guide to encourage policy analysts into a deeper understanding of people's behaviour, the factors that influence behaviour, and how to incorporate this into the policy development process. www.med.govt.nz/templates/MultipageDocumentTOC_23634.aspx
- Thaler, Richard H. and Sendhil Mullainathan. "How Behavioral Economics Differs from Traditional Economics." *Concise Encyclopaedia of Economics*. www.econlib.org/library/Enc/BehavioralEconomics.html
- Alston, L. J. (2008) "New Institutional Economics." *The New Palgrave Dictionary of Economics Online*. www.dictionaryofeconomics.com/article?id=pde2008_N000170
- Wilkinson, B. (2001) "Why Reform is so Difficult – Public Choice Theory." in Constraining Government Regulation. (Wellington: New Zealand Business Roundtable): Chapter 5. www.nzbr.org.nz/shop/Library+by+type/Constraining+Government+Regulation.html

Supplementary Readings

- de Soto, Hernando (2001) "The Hidden Architecture of Capital." Institute for Liberty and Democracy, Lima. <http://ild.org.pe/en/articles/hidden>
- Bernheim, B. Douglas and Antonio Rangel (2008) "Behavioral public economics." *New Palgrave Dictionary of Economics Online* www.dictionaryofeconomics.com/article?id=pde2008_B000331
- Tullock, Gordon (2008) "Public Choice." *The New Palgrave Dictionary of Economics Online*. www.dictionaryofeconomics.com/article?id=pde2008_P000240
- Thaler, Richard H. and Cass R. Sunstein (2008) "Economic policy for humans." *Boston Globe* April 17. www.boston.com/bostonglobe/editorial_opinion/oped/articles/2008/04/17/economic_policy_for_humans/
- Caplan, Bryan (2008) "Economic Policy for Humans? What Thaler and Sunstein Miss." http://econlog.econlib.org/archives/2008/04/economic_policy_3.html
- Shughart II, William F. "Public Choice." *Concise Encyclopaedia of Economics* www.econlib.org/library/Enc/PublicChoice.html

Key Questions

1. What is meant by the "new institutional economics?" Why does it matter? How does that differ from neo-classical economics?
2. What is the essence of behavioral economics? What does it add to a neo-classical view?
3. How does public choice theory help us in understanding the development of public policy?

2.2 Taxes and Welfare

Required Readings

- Why do we pay tax?
www.ird.govt.nz/income-tax-individual/different-income-taxed/why-pay-tax/
- Income Taxes for Individuals
www.ird.govt.nz/how-to/taxrates-codes/itaxsalaryandwage-incometaxrates.html
- Key Features of the New Zealand Welfare System
<http://ips.ac.nz/WelfareWorkingGroup/Downloads/Working%20papers/WWG-Key-features-of-the-NZ-welfare-system.pdf>
- Description of Social Assistance Benefits in New Zealand
<http://ips.ac.nz/WelfareWorkingGroup/Downloads/Working%20papers/MSD-Description-of-social-assistance-benefits.pdf>
- Tax and Transfers – Design of the Income Tax/Transfer System, Background Paper for the Tax Working Group. www.victoria.ac.nz/sacl/cagtr/twg/Publications/taxes_transfers.pdf
- Understanding the Interface between Tax, Tax Credits and Social Assistance - Appendix C
www.victoria.ac.nz/sacl/cagtr/twg/Publications/2-appendixC-understanding-the-interface.pdf
- The effects of taxes and benefits on household income, 2008/09 – UK Office of National Statistics www.statistics.gov.uk/pdfdir/taxbhi0610.pdf
- Crawford, R., & Johnston, G. (2004). *Household incomes in New Zealand: The impact of the market, taxes and government spending, 1987/88-1997/98*. Wellington: New Zealand Treasury. www.treasury.govt.nz/publications/research-policy/wp/2004/04-20

Supplementary Readings

- Chamberlain A. & Prante G. (2007), Who Pays Taxes and Who Receives Government Spending? An Analysis of Federal, State and Local Tax and Spending Distributions, 1991-2004 (www.taxfoundation.org/files/wp1.pdf , Pgs 1 - 34)

Key Questions

1. What would be the implications of making the effective marginal rate of taxation the same for all taxpayers? Would that make the system “fairer?”
2. Should the individual, corporate and trust marginal rates be aligned? Should they be the same as in Australia?
3. Should the first \$5000 of income be tax free?
4. What do you understand by fiscal incidence? Is it a better measure of “fairness” for the tax and benefit system?

2.3 Case Study: Savings and Retirement

Required Readings

The first two readings will give you an up to date view of savings and retirement issues in New Zealand. They are lengthy reports so start by concentrating on the summary and recommendations.

- Review of Retirement Income Policy (2010) Office of the Retirement Commissioner.
www.retirement.org.nz/retirement-income-research/policy-review/2010-review
- Saving New Zealand: Reducing Vulnerabilities and Barriers to Growth and Prosperity (2011)
www.treasury.govt.nz/publications/reviews-consultation/savingsworkinggroup/finalreport/
- The following two papers are published by the NZIER. To access them, go to this site and scroll down
<http://nzier.live.egressive.com/publications/browse-by-topic/results/taxonomy%3A60>

- Is poor household saving the cause of New Zealand's high current account deficit? 28 January 2008. NZIER working paper 2008/1 by Trinh Le (NZIER) and Bryce Wilkinson (Capital Economics).
- Does New Zealand have a household savings crisis? 22 October 2007 NZIER working paper 2007/1 by Trinh Le
- Freebairn, John (2007) "Some Policy Issues in Providing Retirement Incomes." Melbourne Institute Working Paper Series No. 6/07.
www.melbourneinstitute.com/miaesr/publications/working-paper-series/wps2007.html
- Scobie, Grant M., John Gibson and Trinh Le (2004) "Saving for Retirement: New Evidence for New Zealand." Working Paper 04/12, New Zealand Treasury, Wellington.
www.treasury.govt.nz/publications/research-policy/wp/2004/04-12

Supplementary Readings

- Gibson, John and Trinh Le (2008) "How Much New Saving Will Kiwi Saver Produce?" Working Paper 08/03, Department of Economics, University of Waikato.
<http://ideas.repec.org/p/wai/econwp/08-03.html>
- Chung, Woojen, Richard Disney, Carl Emmerson and Matthew Wakefield (2008) "Public policy and retirement saving incentives in the UK."
www.nottingham.ac.uk/economics/staff/details/richard_disney.html
- Barr, Nicholas and Peter Diamond (2008) "Reforming pensions." CRR WP 2008-26, Center for Retirement Research at Boston College, December.
http://crr.bc.edu/working_papers/reforming_pensions.html
- Scobie, Grant M., Trinh Le and John Gibson (2007) "Housing in the Household Portfolio and Implications for Retirement Saving: Some Initial Finding from SOFIE." Working Paper 07/04, New Zealand Treasury, Wellington.
www.treasury.govt.nz/publications/research-policy/wp/2007/07-04/
- For a recent (2010) set of papers on retirement income issues in New Zealand, see: *Retirement income policy and intergenerational equity*. All papers, and speaker details are available at
<http://ips.ac.nz/events/Upcoming%20events/Retirement%20Income%20Conference.html>

Key Questions

1. Does New Zealand have a savings problem?
2. Left to make their own decisions, would most people inevitably under-invest in retirement savings?
3. Should New Zealand follow Australia and make retirement saving compulsory?
4. Will Kiwi Saver increase net retirement wealth?

2.4 Case Study: Obesity: A Public Health Issue?

Required Readings

- Sunstein, Cass R and Thaler, Richard H. (2003) "Libertarian Paternalism is not an Oxymoron." University of Chicago Law Review 70 (4) 1159 – 1202.
<http://faculty.chicagobooth.edu/richard.thaler/research/>
- Sacks, G, Swinburn, BA and Lawrence, MA. A systematic policy approach to changing the food system and physical activity environments to prevent obesity, Australia and New Zealand Health Policy, 5 (13) doi: 10.1186/1743-8462-5-13
www.anzhealthpolicy.com/content/5/1/13

- Kuchler, F and Golan, E. (2004) “Is there a role for government in reducing the prevalence of overweight and obesity?” *Choices* Fall: 41-45.
www.choicesmagazine.org/2004-3/obesity/index.htm

Supplementary Readings

- Philipson, T and Posner, R. (2008) “Is the obesity epidemic a public health problem? A decade of research on the economics of obesity.” NBER Working Paper No. 14010, National Bureau of Economic Research, Cambridge MA. www.nber.org/papers/w14010
- Ministry of Health (2008) “A Portrait of Health. Key results of the 2006/07 New Zealand Health Survey.” Chapter 2. www.moh.govt.nz/moh.nsf/indexmh/portrait-of-health?Open
- or any material on the relevant Ministry of Health webpage:
www.moh.govt.nz/moh.nsf/indexmh/obesity-publications

Key Questions

1. What are the determinants of obesity?
2. Does government have a role (or responsibility) to intervene in mitigating the ‘obesity epidemic’?
3. What are the similarities and differences between obesity and other health issues?
4. What levers are available to government when intervening to mitigate obesity – and what is likely to be effective (and cost-effective)? What are the political risks of intervention?

Module 3

3.1 Case Study: Housing affordability

Required Readings

- Quigley, J.M. and Raphael, S. (2006) “Is housing unaffordable? Why isn’t it more affordable?” Berkeley Program on Housing and Urban Policy, Working Paper Series No. W03-002. University of California, Berkeley.
<http://urbanpolicy.berkeley.edu/workingpapers.htm>
- Rohe, W.M., Van Zandt, S and McCarthy, GM. (2001). “The social benefits and costs of homeownership: a critical assessment of the research.” Joint Center for Housing studies at Harvard University, LIHO-01.12, Cambridge, MA.
www.jchs.harvard.edu/publications/homeownership/index.html
- Coleman, A., and Scobie, G. (2009) “A simple model of housing rental and ownership with policy simulations.” New Zealand Treasury, Wellington.
www.treasury.govt.nz/publications/research-policy/wp/2009/09-05/
- Quigley, J.M and Rosenthal, J. (2005) The effects of land use regulation on the price of housing: what do we know? What can we learn? Berkeley Program on Housing and Urban Policy, Working Paper Series No. W04-002 University of California, Berkeley.
<http://urbanpolicy.berkeley.edu/workingpapers.htm>

Supplementary Readings

- Coleman, A. (2008) “The Hidden Costs of Low Inflation: Savings, Tax and the Dearth of Home Ownership.” Motu Economic and Public Policy Research, Wellington.
www.motu.org.nz/publications/detail/the_hidden_costs_of_low_inflation_savings_tax_and_the_dearth_of_home_owners
- Department of Prime Minister and Cabinet (2008) Final Report of the House Prices Unit: House price Increases and Housing in New Zealand (Wellington: Department of Prime Minister and Cabinet, March) www.dpmmc.govt.nz/dpmmc/publications/hpr-report/index.html

- Wilkinson, D. (1999) “Poor Housing and Ill Health: A Summary of the Research Evidence.” (Edinburgh: The Scottish Office) www.scotland.gov.uk/Publications/1999/05/2763/File-1

Key Questions

1. Why should governments care about housing affordability?
2. What are key differences between housing markets and the markets for other goods (e.g. food or cars)?
3. How can one measure housing costs and housing affordability?
4. If Governments wish to ensure that people have inexpensive housing, what policies are available, and which policies are likely to be most effective?
5. In what circumstances are changes in land use regulation likely to improve housing affordability?

3.2 Class Workshop

The 2011 Welfare Working Group Report

The objective of this session is to examine the Report of the Welfare Working Group (WWG) from different perspectives. We will suppose that the government, having received the report, has referred it to a Select Committee, and the Committee has invited submissions.

The class will be divided equally into four groups (based alphabetically on surnames). Each group will make an oral presentation to the Committee. Each presentation will address the key areas of concern for their organisation and will make recommendations to the Committee.

Each of the four groups will represent one of the following organisations:

- Group 1: The Family Centre (www.familycentre.org.nz/)
- Group 2: New Zealand Business Roundtable (www.nzbr.org.nz/)
- Group 3: The Council of Trade Unions (CTU) (<http://union.org.nz/>)
- Group 4: Child Poverty Action Group (www.cpag.org.nz/)

Each student will be assigned to a group when the class meets on Thursday 1 September 2011. All groups will have the first 1 hour of the session to meet and discuss their position and to elect a speaker. There will then be a 5 minute presentation from each group with 15 minutes at the conclusion for general class discussion.

Reading

This exercise requires ***full participation and above all, preparation***. It is essential that all students come prepared to contribute based on a thorough understanding of the issues. There are three steps involved in your preparation:

- a. You should develop a good understanding of the issues and recommendations of the WWG;
- b. You should consider the aims and issues of concern to the organisation you represent; and
- c. You should prepare clear arguments and recommendations to present to the Select Committee. Remember, the Committee has received hundreds of submissions, and has allocated your spokesperson ***5 minutes*** to present the organisation’s case. As a result, you will need to focus on a limited number of well argued points.

The required reading is:

- ***Reducing Long-Term Benefit Dependency: Recommendations***. (Report of the Welfare Working Group, February, 2011). It is a long report and you should start by concentrating on the Executive Summary (pp.1-18) and the Key Conclusions and Recommendations (pp.19-35). However, you should be familiar with the materials in the background papers and presentations to the Task Force.
- ***Reducing Long-Term Benefit Dependency: The Options*** (November 2010).
- ***Long Term Benefit Dependency: Detailed Paper*** (August, 2010)

The Welfare Working Group papers are available at:

<http://ips.ac.nz/WelfareWorkingGroup/Index.html>

Supplementary Readings

- ***Welfare Justice: The Alternative Welfare Working Group***
<http://alternativewelfareworkinggroup.org.nz>
- ***Welfare Reform in New Zealand: The Issues***: A personal reflection by Paul Dalziel
<http://welfarejustice.org.nz/dox/Welfare%20Reform%20Issues%20Paper.pdf>
- ***Equity as a Social Goal***: Cathy Buchanan and Peter Hartley (2000: NZ Business Roundtable)
www.nzbr.org.nz/site/nzbr/files/publications/publications-2000/equity_as_a_social_goal.pdf
- ***Middle Class Welfare***: James Cox (2001: NZ Business Roundtable)
www.nzbr.org.nz/site/nzbr/files/publications/publications-2001/middle_class_welfare.pdf
- The following is one of the most comprehensive works and should be a useful reference in future. ***The Economics of the Welfare State***: Nicholas Barr (4th edn, 2004 Oxford University Press).

3.3 Case Study: Aid in the Pacific: A Policy Challenge for New Zealand

Required Readings

- Hayes, J. B. 2010. Inquiry into New Zealand's relationships with South Pacific countries. Report of the Foreign Affairs, Defence and Trade Committee, December 2010
www.johnhayes.co.nz/archives/12-14%202010%20Final.pdf
- Hughes, Helen, 2011. On line opinion. Australia's e-journal of social and political debate
www.onlineopinion.com.au/author.asp?id=169
Selected readings: Article=10089 Army of well paid advisers keep Pacific poor. Article=5031 Jobs for Pacific Islanders or our own... Article=4343 Vanuatu's privileged elite get another aid lifeline. Article=2842 Australia's Pacific aid supports bankrupt regimes. Article=1324 Foreign aid policy offers a poor solution to problems of poverty
- OECD, 2010. New Zealand (2010) DAC Peer Review: Main findings and recommendations.
<http://tinyurl.com/4cgvnuh>
- Tuvalu Trust Fund Board, 2007. Tuvalu Trust Fund 20th Anniversary Profile 1987 – 2007, Vaiaku, Funafuti, Tuvalu
www.undppc.org.fj/resources/article/files/TuvaluTrustFundProfile.pdf

Supplementary Reading

- Bell, B. A., 2008. Tuvalu's Falekaupule Trust Fund: Supporting community-based capacity development. Capacity development series, Asian Development Bank
www.adb.org/documents/studies/capacity-development-in-the-pacific/Community-Based-Capacity-Development.pdf

- Hayes, J. B. 2009. Beyond an independent foreign policy. A speech to the New Zealand Institute of International Affairs, 20 October 2009
www.johnhayes.co.nz/index.php?/archives/101-Beyond-an-Independent-Foreign-Policy-Speech-to-the-New-Zealand-Institute-of-International-Affairs.html
- Hughes, A. V., 1998. A different kind of voyage: development and dependence in the Pacific Islands. Pacific Studies Series. Office of Pacific Operations, Asian Development Bank
www.adb.org/Documents/Books/a-different-kind-voyage/different-kind-voyage.pdf
- McKinnon, J. 2011. NZADDs Commentary, Reading between the lines: Summary of the DAC Review of NZ ODA 2010
<http://nzadds.org.nz/2011/02/27/nzadds-commentary-john-mckinnon/>
- Panapa, P. and J. Fraenkel, 2008. The loneliness of the pro-government backbencher and the precariousness of simple majority rule in Tuvalu. State, Society and Governance in Melanesia, Discussion Paper 2008/2, Research School of Pacific and Asian Studies, ANU
http://ips.cap.anu.edu.au/ssgm/publications/discussion_papers/dplist.php?searchterm=2008

Key Questions

1. What are the special characteristics of PICs that influence NZ's relations with them?
2. What is the evidence that aid has contributed to sustainable development?
3. Should aid be focused poverty reduction or economic self reliance?
4. How far should technical assistance go in assisting PICs manage their economies? The case of the Tuvalu Trust Fund

3.4 Case Study: New Zealand's Productivity and Economic Growth: The Big Picture

Required Reading

- Easterly, W. (2003) "National Policies and Economic Growth: A Reappraisal". Working Paper No. 27. Center for Global Development, Washington, DC.
www.cgdev.org/content/publications/detail/2763
- New Zealand Treasury. Budget Statement May 2011, available on the Treasury Website
www.treasury.govt.nz/
- The Treasury (2004) "New Zealand Economic Growth: An Analysis of Performance and Policy." Wellington. www.treasury.govt.nz/publications/research-policy/tp/economicgrowth

Supplementary Reading

- The Treasury (2008) "New Zealand's Productivity Performance." Wellington.
www.treasury.govt.nz/publications/research-policy/tprp/08-02
- Romer, Paul M. "Economic Growth: Compound Rates of Growth". Concise Encyclopaedia of Economics www.econlib.org/library/Enc/EconomicGrowth.html
- Bates, Winton (1996) "The links between economic growth and social cohesion." New Zealand Business Roundtable, Wellington.
www.nzbr.org.nz/shop/Library+by+type/The+Links+Between+Economic+Growth+And+Social+Cohesion.html

Key Questions

1. What factors can you identify as helping to explain New Zealand's economic growth performance?
2. Will the current policy settings improve our economic growth rate?
3. Can public policies really accelerate the rate of growth?

Assessment Requirements

There are three required assignments in this course. Each in turn relates to one of the three broad learning objectives of the course.

| <i>Assignment</i> | <i>Due Date</i> | <i>Weight</i> | <i>Guidelines</i> |
|-------------------------------------|------------------------------------|---------------|---------------------|
| 1. Applying economic reasoning | 5.00pm, Thursday 11 August 2011 | 33.3% | 1,500 words maximum |
| 1. Using complementary perspectives | 5.00pm, Thursday 29 September 2011 | 33.3% | 1,500 words maximum |
| 1. Preparing a policy paper | 5.00pm, Thursday 3 November 2011 | 33.3% | 1,500 words maximum |

In each case, you should seek out current policy papers from NZ agencies, other countries (especially Australia, Canada, USA, UK, Denmark, etc), papers from international agencies (World Bank, IMF, OECD), as well as key pieces from the academic literature.

Please submit all assignments IN HARD COPY, by 5.00pm on the appropriate dates indicated, to:

Post Experience Programmes,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

Assignment 1: Applying Economic Reasoning

Select one of the following topics:

- Immigration
- Minimum wages
- Illegal drugs
- Sale and supply of liquor
- Sale of human organs for transplantation

Your paper should:

- Define the problem
- Identify the key economic issues
- Draw on (and cite) both New Zealand and international literature and case studies
- Draw on studies that provide empirical evidence where relevant
- Discuss public policy options based solely on economic analysis and criteria
- Identify the strengths and limitations of an economic approach to your topic

The purpose of this exercise is to (1) deepen your understanding of applying economic reasoning to public policy questions; (2) stimulate reflection on both the strengths and shortcomings of this approach, and (3) prepare for the application of complementary perspectives in the second assignment.

Assignment 2: Using Complementary Perspectives

Based on readings from Section 2.1 and your own wider research, analyse the contribution *that both economics and alternative perspectives* can bring to public policy formation on the question of:

- ***Surrogate Motherhood***

At present, New Zealand has no explicit policies relating to surrogacy. Your paper should consider the legal, bioethical, moral and economic aspects which would need to be addressed by policy makers. You should examine the policies in a number of other countries.

The following notes are included to clarify your understanding of the concept:

Surrogacy involves a woman (the surrogate mother) carrying a child for someone else, usually an infertile couple or sometimes a gay couple. Before she becomes pregnant the surrogate mother agrees to give the child to the couple shortly after birth. There are different forms of surrogacy, and these can be grouped into categories:

Traditional surrogacy

The surrogate mother provides the egg for fertilization, and the intended father provides the sperm. Fertilization can occur as the result of intercourse, in vitro fertilization (IVF), or artificial insemination. The surrogate mother is the genetic mother of the child. At birth, the child is surrendered by the surrogate mother to the intended parents, with the female partner effectively becoming the step mother of the child.

Gestational surrogacy

In gestational surrogacy, the surrogate mother is not related genetically to the child. An egg from the intended mother or from another female donor is fertilized by the sperm of the intended father, using IVF. The resulting embryo is then transferred to the uterus of the surrogate mother. If the IVF process has resulted in a number of embryos, the remaining embryos may be frozen and stored for use at a later date.

Commercial surrogacy

Takes place when the contract between the surrogate mother and the intended parents involves payment for the services of the surrogate mother. Some countries have legislation which outlaws commercial surrogacy, but allow "reasonable expenses" to be paid to the surrogate mother. In New Zealand, there is currently no law on surrogacy. Intending parents

are usually referred by a fertility clinic to the National Ethics Committee on Assisted Human Reproduction (NECAHR), which gives approval on a case-by-case basis according to a set of guidelines. These include a requirement that the surrogacy be non-commercial.

Source: www.nathaniel.org.nz/

The purpose of this exercise is to (1) enhance your understanding of alternative approaches; and (2) illustrate how these can be used to complement an economic analysis of a public policy issue.

Assignment 3: Preparing a Policy Paper

Your manager is required to present a report to the Minister. Your task is to provide him/her with a substantial **background paper** on the following topic:

- New Zealand's foreign aid programme should be refocused toward economic development rather than poverty elimination.

The purpose of this exercise is to (1) provide an opportunity to integrate your understanding of economic and complementary frameworks in analysing a complex policy issue, and (2) develop your written communication skills.

Citing references

It is critical you read widely for your assignments and cite correctly the material on which you draw. The preferred method is to place the author and the date in the text at the relevant point (Coleman 2008), and then list all the references at the end of the paper. If it is to a specific point, you should use the following format: Coleman (2008) argues that inflation taxes widows (p.28). Citations are not included in the word count, which applies to the body of the text only. Do not use *op. cit.*, *ibid.*, and do not place references in footnotes. And please do not cite the lecture notes!!

There are many referencing styles. The main thing is to be consistent. The following are meant as a guide to an easy and simple system. Examples:

For an article:

- Coleman, A. (2008) "Why does inflation matter?" *Journal of Improbable Outcomes* 43(2): 112-118.

For a book:

- Coleman, A. (2006) *The Value of Nothing*. London: Thames University Press.

For a working paper or report:

- Coleman, A. (2007) "Do sunspots affect economic growth?" Working Paper 08/2007, Lumsden Institute for All Things Groovy.

Quality Assurance Note

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material

used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Students should keep a copy of all submitted work.

Class Attendance

Attendance is required at all three modular teaching days.

If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes 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 a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module 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.

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.

Mandatory Course Requirements

Submit or participate in all pieces of assessment required for this course.

Communication of Additional Information

Additional information or information on changes will be posted on Blackboard and conveyed to students by email.

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.

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.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvu.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvu.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Foward for more information.

You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts. If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vu.ac.nz, or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

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.

For the following important information, follow the links provided

Academic Integrity and Plagiarism

www.victoria.ac.nz/home/study/plagiarism.aspx

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at

www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at

www.victoria.ac.nz/home/study/academic-progress.aspx

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy , except qualification statutes, which are available via the Calendar webpage at

www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

www.victoria.ac.nz/fca/studenthelp/

Te Pūtahi Atawhai

Maori and Pacific Mentoring Programme

www.victoria.ac.nz/st_services/tpa/index.aspx