

School of Government

GOVT 502
STATE, ECONOMY AND SOCIETY
(15 Points)

Trimester 2 / 2015

COURSE OUTLINE

Names and Contact Details

- Course Coordinator:** **Professor Claudia Scott**
Professor in Public Policy
Room RH 805, Level 8, Rutherford House, Pipitea Campus
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Email: claudia.scott@vuw.ac.nz
- Other Teaching Staff:** **Professor Jonathan Boston**
Professor in Public Policy
Room RH 825, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5456
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- Professor Jackie Cumming**
Professor in Health Policy and Management
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Email: jackie.cumming@vuw.ac.nz
- Other contributions will be made by experienced practitioners.
- Administrator:** **Darren Morgan**
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Telephone: (04) 463 5458
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- School Office Hours:** 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 6 July – Friday 23 October 2015

Withdrawal from Course

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 17 July 2015**.
2. The standard last date for withdrawal from this course is **Friday 25 September 2015**. 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 at www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc .

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Tuesday 7 July 2015	9.00am – 5.00pm
Module Two:	Tuesday 25 August 2015	9.00am – 5.00pm
Module Three:	Tuesday 20 October 2015	9.00am – 5.00pm

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email. The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all teaching days.

Course Delivery

This course is delivered in a modular format over three days (three 'modules') of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by other activities which will require a further 6 hours. **Attendance is required at all teaching days.**

Group Work and Assessment

There will be a group project to complete between Modules 2 and 3, and a group project presentation in Module 3. Participants will be placed into project groups and will then identify a specific project topic. During and between modules, students will be encouraged to share ideas and experiences. Class

participation and online work between modules will be assessed. Although most of the assessment will be done on an individual basis, an important part of the learning comes from your interaction and engagement with other participants.

Expected Workload

The learning objectives for each course are demanding and to achieve them, participants must make a significant commitment in time and effort to reading, studying, thinking and completion of assessment items outside of class contact time. Courses vary in design but all require preparation and learning before the first module of the course and some require assessments following the last module. Continuous learning is helpful to obtaining high achievement, and those who leave everything to the last moment rarely achieve to a high standard. Expressed in terms of time commitment per course, this 15-point course usually requires approximately 150 hours. Some of that is set contact time for modules. The rest is personal study time and we recommend a weekly commitment of 8 to 10 hours per course, on average. The workload and assessment in this course is weighted toward Modules 2 and 3.

Prescription

This course considers social and economic trends and their influence on the functions and operation of government and the economy; examines market and government failure and other theories and frameworks for analysing public policy and management issues.

Course Learning Objectives (CLOs)

Students who pass this course should be able to:

1. Understand basic economic concepts and theories and their relevance to public policy and management policies;
2. Describe and analyse social and economic trends and their influence on the role of government and the economy and their implications for public management and public policy practices;
3. Apply economic theories and assess their ability to contribute to achieving policy goals and objectives in different institutional environments and country contexts.

Readings

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

If the library does not have database or e-book access to required readings, a URL will be provided, or the readings will be available on Blackboard. Further details on assessments will be discussed during the first module, and further information and guidance will be provided in class and/or through Blackboard posting and announcements.

Course Content

Topics and readings for the twelve sessions over three modules are provided below:

Module 1: Tuesday 7 July 2015

Session 1: State, Economy and Society (Claudia Scott)

This session provides an introduction to the course and explores how governments can influence markets and the wider economy. Broad trends in the roles and relationships across state, economy and civil society will be considered.

Required readings:

World Economic Forum (2013) *The Future Role of Civil Society*

http://www3.weforum.org/docs/WEF_FutureRoleCivilSociety_Report_2013.pdf

United Nations (2015) World Economic Situation and Prospects in 2015.

www.un.org/en/development/desa/policy/wesp/wesp_archive/2015wesp_full_en.pdf

Phillips, S. and S. Rathgeb Smith (2014) A Dawn of Convergence? Third sector policy regimes in the 'Anglo-Saxon' cluster, *Public Management Review*

<http://dx.doi.org/10.1080/14719037.2014.965272>

Tanzi, V. (2010) 'The Role of the State' in *Government versus Markets: The Changing Economic Role of the State*, Cambridge University Press.

Session 2: The Influence of Economic Theories on the Role of Government (Claudia Scott)

This session considers theories of market and government failure and concepts and ideas surrounding the interactions between state, economy and society as reflected in neo-classical economics, welfare economics, institutional economics and behavioural economics. Attention is given to how the theories address the role(s) of government and the private and community sectors in achieving public policy goals.

Required readings:

Stiglitz, J. (2000) 'Market Failure' in *Economics of the Public Sector*, McGraw-Hill.

Weimer, D. and Vining, A. (2004) 'Government Failure' in *Public Policy: in Theory and Practice*, Upper Saddle River, N.J., Prentice-Hall.

Alston, L. J. "New institutional economics" from *The New Palgrave Dictionary of Economics*, Second Edition, Edited by Steven N. Durlauf and Lawrence E. Blume, Palgrave Macmillan, 2008.

Bernheim, D. and A. Rangel. "Behavioural public economics" from *The New Palgrave Dictionary of Economics*. Second Edition, Edited by Steven N. Durlauf and Lawrence E. Blume, Palgrave Macmillan, 2008.

Stiglitz, J. (2002) New Perspectives on Public Finance – Recent Achievements and Future Challenges, *Journal of Public Economics*, 86: 341-360

Session 3: Funding Health Care (Jackie Cumming)

This session compares different roles for the public and private sector in the funding and delivery of health care. Theories of market and government failure are applied to understand how different arrangements support specific policy goals and objectives.

Required readings:

Commonwealth Fund (2015) *2014 International Profiles Of Health Care Systems*
www.commonwealthfund.org/~media/files/publications/fund-report/2015/jan/1802_mossialos_intl_profiles_2014_v7.pdf?la=en

Barr, N. (2012) 'Health and health care', Ch. 10, pp. 213-265 in Barr, N. (2012) *Economics of the Welfare State*, 5th edition. Oxford: Oxford University Press.

Donaldson, C. Gerard, K. Jan, S., Mitton, V. and Wiseman, V. 'Methods of Funding Health Care', chapter 4 in *Economics of Health Care Financing: The Visible Hand*, 2nd edition, Basingstoke, Macmillan.

Cumming, J., McDonald, J., Barr, C., Martin, G., Gerring, Z., and Daubé, J. (2013). *New Zealand Health System Review*. World Health Organisation: Geneva.
www.wpro.who.int/asia_pacific_observatory/en/

Scott, C. (2001) *Public and Private Roles in Health systems: Reform Experience in Seven OECD Countries*, Buckingham, Open University Press, chapter 2, pp. 17-37.

Other readings:

Ministry of Health (2002) *Future Funding of Health and Disability Services*, Wellington.

Session 4: Case Study: Funding Primary Health Care (Jackie Cumming)

This session explores some different options for financing primary health care and the implications of programme design for delivering policy goals and better health outcomes.

Required reading:

Cumming, J., Mays, N. and Gribben B. (2008). Reforming Primary Health Care: Is New Zealand's Primary Health Care Strategy Achieving its Early Goals? *Australia New Zealand Health Policy*: 5: 24. Available at
www.anzhealthpolicy.com/content/pdf/1743-8462-5-24.pdf

Cumming, J., and Mays, N. (2011). New Zealand's Primary Health Care Strategy: early effects of the new financing and payment system for general practice and future challenges. *Health Economics, Policy and Law*. 6:1-21.

Cumming, J. (2011). Integrated care in New Zealand. *International Journal of Integrated Care*: 11 (18 November).

www.ijic.org/index.php/ijic/article/view/678/1496

Morgan, G. and Simmons, G. (2009) *Health Cheque: the truth we should all know about New Zealand's public health system*. Morgan Family Charitable Trust.

Module 2: Tuesday 25 August 2015

Session 5: Public-Private Partnerships (Claudia Scott)

This session considers public-private partnerships and the role(s) of government and the private and community sectors with respect to infrastructure and service delivery.

Required reading:

Institute for Public-Private Partnerships (nd), Tutorial on Public-Private Partnerships www.ip3.org/ip3_site/index.php/mediamenu?gclid=COmWyuCXo8YCFQwAvAodNdYFHA#free-course1

Bovaird, T. (2004) Brief Intellectual History of the Public-Private Partnership Movement in Hodge, G. and Greve, C (ed.), *International Handbook of Public-Private Partnerships*, Elgar, pp. 43-67.

Minow, M. (2003) Public and Private Partnerships: Accounting for the New Religion, 116 *Harvard Law Review*, 1229.

Sturgess, G. (2013) *Diversity and Contestability in the Public Service Economy* Report to the NSW Business Chamber www.nswbusinesschamber.com.au/NSWBC/media/Misc/Lobbying/Contestability-Paper_Summary.pdf

Office of the Auditor-General (2015) *Whanau Ora: The first four years*. www.oag.govt.nz/2015/whanau-ora/docs/whanau-ora.pdf

Other readings:

New Zealand Productivity Commission (2015) More Effective Social Services (Draft Report) www.productivity.govt.nz/sites/default/files/social-services-draft-report.pdf

Quiggin, J. (2004) 'Risk, PPPs and the Public Sector Comparator', *Australian Accounting Review*, 14, 2; pp. 51-61.

Ministry of Finance (2012) *PPP Handbook*, Singapore.

New Zealand Initiative (2015) *Social Bonds*, Wellington.

Session 6: Policy Frameworks and Criteria (Claudia Scott)

This session illustrates the use of policy frameworks and criteria to design and evaluate policy option for addressing public policy and management issues.

Required readings:

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

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

www.treasury.govt.nz/publications/research-policy/tp/higherlivingstandards/tp-hls-may11.pdf . As time permits, you may wish to browse additional papers at:

www.treasury.govt.nz/abouttreasury/higherlivingstandards

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

Ministry of Pacific Island Affairs (MPIA). (2006). *Pacific analysis framework*.

www.mpia.govt.nz/assets/documents/PAF-Pacific-FrameworkF_2.pdf

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

www.aid.govt.nz/webfm_send/651/

Session 7: Income Redistribution, Measures of Wellbeing and Poverty (Jonathan Boston)

This session examines measures of wellbeing and poverty and societal goals and ways to measure performance and progress. Topics include a shift from growth to wellbeing, measures and trends in inequality and poverty, their causes and consequences and various policy issues and options.

Required readings:

OECD (2015) *In It Together: Why Less Inequality Benefits All* Paris, OECD. (Overview)

www.oecd.org/els/soc/OECD2015-In-It-Together-Chapter1-Overview-Inequality.pdf

Perry, B. (2015) ‘Measuring and monitoring material hardship for New Zealand children: MSD research and analysis used in advice for the Budget 2015 child hardship package’, Wellington, Ministry of Social Development.

Stiglitz, J. et al. (2009) *Report by the Commission on the Measurement of Economic Performance and Social Progress*, September, Paris. (Executive Summary)

www.stiglitz-sen-fitoussi.fr/documents/rapport_anglais.pdf

Other readings:

Carter, K., Imlach Gunasekara, F., and Blakely, T. (2013) ‘The relationship between trends in income inequalities and poverty in New Zealand’, *Policy Quarterly*, 9 (2), pp. 24-29.

Garnaut, R. (2015) 'Global Development in the Twenty First Century', *Policy Quarterly*, 11, 2, pp. 3-14.

Haldane, A. (2015) 'Growing, Fast and Slow', Speech at the University of East Anglia, 17 February.

IMF (2014) 'Fiscal Policy and Income Inequality', Washington, D.C., IMF.

IMF (2014) 'Redistribution, Inequality and Growth', Washington, D.C., IMF.

OECD (2011) *Divided We Stand: Why Inequality Keeps Rising* Paris, OECD.

OECD (2014) 'Does Income Inequality Hurt Economic Growth?' Paris, OECD.

Perry, B. (2014) *Household incomes in New Zealand: trends in indicators of inequality and hardship, 1982-2013* Wellington, Ministry of Social Development.

Piketty, T. (2014) *Capital in the Twenty-First Century* Cambridge, Mass., The Belknap Press of Harvard University Press.

Rashbrooke, M. (ed.) (2013) *Inequality: A New Zealand Crisis* Wellington, Bridget Williams Books.

Stiglitz, J. (2012) *The Price of Inequality* London, Allen Lane.

Treasury (2011) 'Working Towards Higher Living Standards for New Zealanders', Wellington, Treasury Paper 11/02.

Treasury (2012) 'Improving the Living Standards of New Zealanders: Moving from a Framework to Implementation'. Conference Paper, Wellington.

Wilkinson, R. and K. Pickett (2010) *The Spirit Level: Why Equality is Better for Everyone* London, Penguin Books.

Session 8: Case Study of Poverty Alleviation: New Zealand and India (Jonathan Boston)

This session provides a comparative analysis of poverty in New Zealand and India – including anti-poverty programmes, designing effective policy responses and philosophical issues relating to goals, means and values. Lessons are drawn from recent experiences surrounding anti-poverty policies and options in New Zealand and India. Insights are drawn from different perspectives, including behavioural and institutional economics.

Required readings:

Boston, J. (2013) 'The challenge of securing durable reductions in child poverty in New Zealand', *Policy Quarterly*, 9 (2), pp. 3-11.

Department of Prime Minister and Cabinet, Ministry of Social Development and the Treasury (2015) 'Regulatory Impact Statement: Budget 2015 package to address child material hardship in New Zealand', Wellington, April.

World Bank (2015) *World Development Report 2015: Mind, Society, and Behaviour* Washington, D.C., World Bank, especially Chapters 4 and 5.
www.worldbank.org/content/dam/Worldbank/Publications/WDR/WDR%202015/Chapter-4.pdf
www.worldbank.org/content/dam/Worldbank/Publications/WDR/WDR%202015/Chapter-5.pdf

Other readings:

Articles in the Special Issue of *Policy Quarterly* on ‘Gender and Inequality’, Vol. 11, No. 1, 2015.

Banerjee, A. and E. Duflo (2011) *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty* Philadelphia, Public Affairs.

Boston, J. and S. Chapple (2014) *Child Poverty in New Zealand* Wellington, Bridget Williams Books.

Collier, P. (2007) *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*, Oxford, Oxford University Press.

Drèze, J. (2013) ‘The Food Security Debate in India’, *The New York Times*, 9 July.

Duflo, E. (2012) ‘Human Values and the Design of Fight Against Poverty’, Tanner Lectures.

Expert Advisory Group (2012) *Solutions to Child Poverty in New Zealand: Evidence for Action* Wellington, Office of the Children’s Commissioner, December.

Farrington, J. and R. Slater (2006) ‘Introduction: Cash Transfers: Panacea for Poverty Reduction or Money Down the Drain’, *Development Policy Review*, 24, (5), pp. 499-511.

Justino, P. (2007) ‘Social Security in Developing Countries: Myth or Necessity? Evidence from India’, *Journal of International Development*, 19, pp. 367-382.

Krishna, A. (2010) *One Illness Away: Why People Become Poor and How They Escape Poverty* New York, Oxford University Press.

Mkandawire, T. (2005) ‘Targeting and universalism in poverty reduction’, Social Policy and Development Programme, Paper No. 23, UN Research Institute for Social Development.

OECD (2009) *Doing Better for Children* Paris, OECD.

OECD (2011) *Doing Better for Families* Paris, OECD.

Perry, B. (2014) *Household incomes in New Zealand: trends in indicators of inequality and hardship, 1982-2013* Wellington, Ministry of Social Development.

Sachs, J. (2005) *The End of Poverty: How we can make it happen in our lifetime* London, Penguin Books.

Sen, A. (1999) *Development as Freedom* New York, Random House.

Stephens, R. (1999) 'Poverty, family finances and social security', in J. Boston et al. (ed.) *Redesigning the Welfare State in New Zealand: Problems, Policies, Prospects* Auckland, Oxford University Press.

St John, S. (2013) 'Preventing, mitigating or solving child income poverty? The Expert Advisory Group 2012 Report', *Policy Quarterly*, 9 (2), pp. 47-55.

St John, S. and M. Dale (2012) 'Evidence-based evaluation: working for families', *Policy Quarterly*, 8 (1), pp. 39-51.

Thaler, R. and Sunstein, C. (2009) *Nudge: Improving decisions about health, wealth and happiness* London: Penguin.

Whiteford, P. and Adema, W. (2006) 'Combating child poverty in OECD countries: Is work the answer?' *European Journal of Social Security*, 8 (3), pp. 235-56.

World Bank (2011) *Perspectives on Poverty in India* Washington, D.C., World Bank

For India, see The National Food Security Act 2013.

Module 3: Tuesday 20 October 2015

Session 9: Climate Change Policy – Sharing the Burden Globally and Locally (Jonathan Boston)

This session explores climate change policy with attention to the challenges of sharing the burden globally and locally across different country contexts.

Required readings:

IPCC (2014) *Climate Change 2014: Mitigation of Climate Change. Contribution of Working Group III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*, esp. Chapter 3 – 3.2-3.5.

<http://mitigation2014.org/report/publication/>

New Zealand Government (2015) *New Zealand's climate change target: Our contribution to the new international climate change agreement: Discussion document* Wellington, Ministry for the Environment

www.mfe.govt.nz/publications/climate-change/new-zealands-climate-change-target-our-contribution-new-international

Other readings:

Boston, J. (ed.) (2007) *Towards a New Global Climate Treaty: Looking Beyond 2012* Wellington, Institute of Policy Studies.

Garnaut, R. (2008) *The Garnaut Climate Change Review* Canberra

Hansen, J. (2009) *Storms of My Grandchildren* London, Bloomsbury.

Intergovernmental Panel on Climate Change (IPCC) (2013) *Summary for Policymakers. In: Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*, Cambridge, Cambridge University Press.

IPCC (2014) *Summary for Policymakers. In: Climate Change 2014: Mitigation of Climate Change. Contribution of Working Group III to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*.

Kingston, E. (2012) 'The Just Allocation of Climate Burdens', Master's Thesis, Philosophy, VUW.

Macey, A. (2014) 'Climate Change: Towards Policy Coherence', *Policy Quarterly*, 10(2), pp. 49-56.

Salinger, J. (ed.) (2013) *Living in a Warmer World: How a changing climate will affect our lives* Bateman, Auckland.

Stern, N. (2007) *The Economics of Climate Change* Cambridge, Cambridge University Press.

UNFCCC Reports and Decisions of recent COPs.

Articles in the Special Issue of *Policy Quarterly* on 'Global Climate Change Burden Sharing', Vol. 4, No. 4, 2008.

Reading note for sessions 10–12:

Once project topics have been selected and project work commenced, some further reading for these sessions may be posted.

Session 10: Public-Private Partnerships for Infrastructure (Claudia Scott)

This session will include short presentations from small (4-6 student) project teams on their analysis surrounding a specific public-private infrastructure partnership in a developed or developing country context. The project presentation and report will link theory to practice and assesses the strengths and weaknesses of the public-private infrastructure partnership including suggestions for improving its effectiveness and performance. Other participants will provide comments and pose questions to the project team.

Session 11: Public-Private Partnerships for Service Delivery (Claudia Scott)

This session will include short presentations from small (4-6 student) project teams on their analysis of a specific public-private service delivery partnership in a developed or developing country context. The project presentation and report will link theory to practice and assess the strengths and weaknesses of this public-private service delivery partnership including suggestions for improving the effectiveness and performance. Other participants will provide comments and pose questions to the project team.

Session 12: State, Economy and Civil Society: Scenarios for 2050 (Claudia Scott)

This session will include short presentations from small (4-6 student) project teams on their 'scenarios for the future'. The project presentation and report will create at least two scenarios for roles and relationships regarding the state, economy and society in 2050 and discuss the economic and social policy implications arising from the different scenarios. Other participants will provide comments and pose questions to the project team.

Overview and Work Planner *

Description	Date
Module 1: State, Economy and Civil Society The Role of Government and the Influence of Economic Theories on Policy and Management Practice Health Care Funding Case Study on Funding Primary Care	Tuesday 7 July 2015
Assessment 1: Blog: Introduce yourself briefly and discuss a public policy issue where there have been changes to the roles and relationships across government and the private and community sectors (500 words)	No later than Friday 24 July 2015
Assessment 2: On-line test (see details on Blackboard)	Monday 3 August 2015, 6.00pm (TBC)
Assessment 3: Essay 1 on Funding Health Care	Saturday 15 August 2015
Module 2: Policy Frameworks and Criteria Income Redistribution: Measures of Well-being and Poverty Case Study on Poverty Alleviation: New Zealand and India	Tuesday 25 August 2015
Assessment 4: Essay 2 on Poverty Alleviation	Tuesday 15 September 2015
Assessment 5: Group Policy Project Report	Tuesday 13 October 2015
Module 3: Case Study: Climate Change Assessment 6: Group Presentations: PPPs: Infrastructure Group Presentations: PPPs: Service Delivery Group Presentations: Scenarios for 2050: State, Economy and Society	Tuesday 20 October 2015

* Further details on assessments will be discussed in class at Module 1 and additional information will be provided on Blackboard.

Assessment

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

There are six pieces of assessment for this course. Further details on the assignments will be available on Blackboard

Assessment Items	Due Date	Length	%	CLOs
1 Class Blog	No later than Friday 24 July 2015	500 words	5	1, 2
2 Concept Test (multiple choice and short answer)	Monday 3 August 2015, 6.00pm (TBC)	1 hour	25	1, 2
3 Essay 1 (health funding)	Saturday 15 August 2015	1,500 words	20	2, 3
4 Essay 2 (poverty alleviation)	Tuesday 15 September 2015	1,500 words	20	2, 3
5 Group Project Report (15%) and Presentation (5%)	Tuesday 13 October 2015 Tuesday 20 October 2015	1,500 words	20	1, 2, 3
6 Participation and Group Work	Throughout the course		10	1, 2, 3

There are six assessments in this course:

Assessment 1 (500 word blog) requires participants to introduce themselves and to comment on a trend relating to the interrelationships between state, economy and civil society in New Zealand or in another country with which they are familiar.

Assessment 2 is an on-line test which will be completed by students between Modules 1 and 2. The one hour test will assess understanding of key concepts and theories and will include multiple choice questions and some briefly 'define' or 'explain' questions.

Assessment 3 is a 1,500 word (maximum) essay which applies economic and policy concepts to the analysis of alternative health funding arrangements. This assessment relates to the two sessions by Jackie Cumming on health care funding systems and the implication of different funding approaches for achieving specific policy goals and criteria.

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

1. Compare and contrast the current system of funding health care in New Zealand through general taxation with a shift to funding through a Medical Savings Accounts, as exists in Singapore. Explain the pros and cons of the two systems in terms of policy criteria such as allocative and technical efficiency, costs to government, greater user choice, equity of access to health care in relation to need or in terms of reducing disparities in health outcomes.

OR

2. Compare and contrast the funding of primary care in New Zealand through capitation payments to Primary Health Organisations (coupled with part-charges for particular groups) relatively to funding care on a fee-for-service approach on a universal basis (as happens in Australia) so long as the provider agrees to accept a discounted price for the service as full payment (e.g., no part-charges imposed on users).

Assessment 4 is a 1,500 word (maximum) essay which applies various theories and concepts which relate to policy issues surrounding income distribution and poverty, redistribution, inequality and poverty alleviation in New Zealand and India. This assessment relates to the two sessions delivered by Jonathan Boston.

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

1. Critically assess the possible contribution of behavioural economics to the design of poverty alleviation programmes in developed and developing countries. What conclusions can you draw?

OR

2. Critically assess the relative merits of relying on (a) cash assistance, (b) non-cash assistance, or (c) a mix of cash and non-cash assistance in alleviating poverty. Does the level of a country's economic development have any bearing on whether cash assistance and/or non-cash assistance should be favoured by policy-makers and, if so, why?

Assessment 5 is a group project. Small groups (4-6 students) will work together on one of three assigned project topics: to analyse a *public-private* infrastructure partnership in a specific country context; to analyse a *public-private service delivery partnership* in a specific country context; or to put forward *two different scenarios* (relative to the status quo) for the roles and relationships of state, economy and civil society in 2050 in a selected country or region.

The projects are due before Module 3. During the module, each project team will provide a 5-minute presentation on their topic. Following the presentation, other project teams will offer comment and pose questions.

Further details on requirements for the group project report and presentation will be discussed briefly in class during Module 1 and further information will be provided on Blackboard.

Assessment 6 relates to participation during modules and project team work.

Please submit ALL written assignments electronically to sog-assignments@vuw.ac.nz (do not send pdfs).

Students should keep a copy of all submitted work.

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a

presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal range</i>	<i>Indicative characterisation</i>
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
Fail	C-	50% - 54%	Adequate evidence of learning
	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to Blackboard

Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal. Ensure that you can access Blackboard before the course begins.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, you should contact the ITS Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See www.victoria.ac.nz/its/student-services/ for more information.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

Academic Integrity, Plagiarism, and the Use of Turnitin

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

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

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

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

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

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

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

Plagiarism is simply not worth the risk.

School of Government Service Standards

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

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

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

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

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

Standards relating to availability of course materials:

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

Standards relating to attendance:

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

Variations to the assessment details provided in the course outline:

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

Standards relating to assignments – turnaround and feedback:

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

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

Information will be communicated via Blackboard.

Student Feedback

GOVT 502 is offered for the first time this year.

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

Link to General Information

For general information about course-related matters, go to www.victoria.ac.nz/vbs/studenthelp/general-course-information .

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.
