



School of Government

PUBL 304 CABINET GOVERNMENT

Trimester 2, 2016

COURSE OUTLINE

Prescription

This course examines the constitutional position of political executives in democratic states and theories of executive/legislative relationships. This course is also able to be taken towards majors in INTP or POLS.

Course Learning Objectives

The aim of the course is to study political executives in democratic states – particularly New Zealand, Australia, and other that fall within the ‘Westminster’ family and theories of executive/legislative relationships. In other words, we are interested in analyzing power at the top levels of politics, concentrating mainly on cabinet government. We study the people involved (ministers and prime ministers, public/civil servants, political advisors), their resources (from political authority to staffing and advice), their accountability to parliaments and voters, and their policy capacity. We also examine emerging issues in New Zealand’s system of cabinet government and some of the challenges of governance.

Students completing this course will, in the main, be enrolled in BA and/or BCom degrees. There is a set of learning and teaching major attributes for students completing a BCom major in Public Policy, and these major attributes (MA) are noted below.

CLOs refer to Course Learning Outcome, and for each CLO the Major Attribute (MA) it maps against is also included.

Having completed the course you will be able to:

CLO 1 explain the main features of the institution of cabinet government (maps against MA 1,3,4,5,6) ;

CLO 2 contrast parliamentary and presidential systems of executive government (maps against MA 1,4);

CLO 3 compare and contrast features of cabinet government in different countries (maps against MA 1.2.3.4.6); and

CLO 4 assess the relevance of the ‘Westminster ‘model’ in the context of an analysis of cabinet government (maps against MA 1,2,3,4,5,6).

Public Policy Major Attributes (MAs)

Major Attributes for the Public Policy Major:

MA1. Demonstrate an understanding of the nature of public policy and how, at various stages of the policy process, policies can be influenced by ideas, values, interests, institutions, cultural factors and socio-economic contexts.

MA2. Select and apply relevant concepts, frameworks and methods of policy analysis in order to formulate and assess policy options for addressing societal challenges.

MA3. Interpret the significance of New Zealand's constitutional arrangements, including the Treaty of Waitangi (Te Tiriti o Waitangi), in the practice of public policy.

MA4. Exhibit critical thinking about the role of the state and the conceptual and practical implications of different governance modes (e.g. hierarchical, network, market and collaborative).

MA5. Demonstrate an understanding of the challenges to democratic governance in the context of complexity, path dependence, risk and uncertainty, including the nature, role and limits to scientific and other kinds of evidence.

MA6. Critically assess the respective contributions of state and non-state actors (including business, civil society and community organizations) to the design and implementation of public policy.

Course Content

A detailed lecture schedule will be distributed in the second week of classes following a discussion regarding class learning interests and priorities in week one.

It is anticipated that the course will include an opportunity to visit the Cabinet Office, a possibly presentation from (and opportunity to engage with) an individual with experience as a Cabinet Minister. Given that the course may also include short presentations relating to group work undertaken, the sequencing of particular topics will depend on the final size of the class. The particular mix of topics will also reflect the balance of interests in the class, and will be responsive to contemporary issues in politics, public policy and governance. It is anticipated that some or all of the following topics will be covered:

- Frameworks for analyzing Cabinet Government
- Cabinet and the core executive
- Parliamentary and presidential core executives compared; different types of parliamentary government; parties, elections and cabinet government
- Constitutions and Cabinet Government; the doctrine of the separation of powers; 'fused' powers in systems of parliamentary government

- The Westminster model: Cabinet Government in Britain, Australia and New Zealand; government formation in systems of parliamentary government (including under the MMP system in New Zealand)
- Accountability and collective and individual cabinet responsibility

- Relationships between ministers and administrative heads of department/Chief Executives
- Prime Ministers and their cabinets
- Political staff and Cabinet Government
- Cabinet capacity and effectiveness; learning from case-studies of policy failures
- Government, governance, and the future of Cabinet Government

Trimester Dates

Teaching Period: Monday 11th July – Friday 14th October

Study Period: Monday 17th October – Thursday 20th October

Examination Period: Friday 21st October – Saturday 12th November (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 22nd July 2016.
2. The standard last date for withdrawal from this course is Friday 23rd September 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks or [online](#).

Names and Contact Details

Course Co-ordinator: Dr Chris Eichbaum, Reader in Government, and Associate Dean (Learning and Teaching)
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Room: Rutherford House Level 8, Room 821
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Class Times and Room Numbers

Monday 10.00 – 11.50 am at room 306, 77 Fairlie Terrace (FT77/306)

Course Delivery

The course will include a visit to the Beehive (Executive Wing) and a presentation from the staff of the Cabinet Office. Details will be advised in class.

Readings

Readings will be placed on Blackboard and/or distributed in class. Specific guidance will be given on readings for each week of the course. This will be included with the lecture schedule distributed in the first week of class.

Please note that you are also expected to be familiar with the New Zealand *Cabinet Manual* (2008), available on line at: <http://www.cabinetmanual.cabinetoffice.govt.nz/>

Reading List

Note that there is a great deal of official information on the internet. For example, the Political Science and International Relations Programme website (accessed through the VUW website) contains links to research tools, including government information around the world and the New Zealand government online information.

Journals:

Parliamentary Affairs, *Public Administration* and *Government and Opposition*, are especially useful for material on Britain. New Zealand's *Public Sector* and *Political Science* are essential sources. See also the Institute for Governance and Policy Studies publication, *Policy Quarterly* at: <http://igps.victoria.ac.nz/publications/publications/list/10>

Other textbooks:

There is a range of textbooks and other relevant materials in in the library, including the Law and Commerce libraries on the Pipitea Campus

Biographies and autobiographies provide rich sources of information, especially on political leaders.

The following list provides an indication of the range of academic sources relevant to the topics we will traverse in the course, and may be helpful for lecture preparation and research for assignments.

COMPARATIVE WORKS: General

Blondel, J., 'Cabinets and Ministers: A Comparative Perspective', in I. Marsh (ed.), *Governing in the 1990s: An Agenda for the Decade* (Melbourne, Longman Cheshire, 1993).

Blondel, J. and F. Muller-Rommel (eds.), *Cabinets in Western Europe* (Houndmills, Macmillan, 1988).

Davis, R. H., *Women and Power in Parliamentary Democracies: Cabinet Appointments in Western Europe, 1968-1992*, (Lincoln and London, University of Nebraska Press, 1997).

Helms, L., *Presidents, Prime Ministers and Chancellors: Executive Leadership in Western Democracies* (Houndmills, Palgrave/Macmillan, 2005).

Laver, M. and K. A. Shepsle, *Cabinet Ministers and Parliamentary Government* (Cambridge, University of Cambridge Press, 1994).

Lijphart, A., *Democracies: Patterns of Majoritarian and Consensus Government in Twenty-One Countries* (New Haven, Yale University Press, 1984).

Lijphart, A., 'Democratic Political Systems: Types, Cases, Causes, and Consequences', *Journal of Theoretical Politics*, Vol. 1 (1989), pp. 33 – 48.

- Lijphart, A. (ed.), *Parliamentary Versus Presidential Government* (Oxford, Oxford University Press, 1992).
- Mackie, T. T. and B. W. Hogwood (eds.), *Unlocking the Cabinet: Cabinet Structures in Comparative Perspective*, (Sage, London, 1985).
- McAllister, I., 'Leaders', in L. LeDuc, R. G. Niemi and P. Norris (eds.), *Comparing Democracies: Elections and Voting in Global Perspective* (London, Sage, 1996), pp. 280 – 298.
- Patapan, H., J. Wanna and P. Weller (eds.), *Westminster Legacies. Democracy and Responsible Government in Asia and the Pacific* (Sydney, University of New South Wales Press, 2005).
- Peters, B. G., R. A. W. Rhodes and V. Wright, *Administering the Summit: Administration of the Core Executive in Developed Countries* (Houndmills, Basingstoke and London, Macmillan, 2000).
- Peters, B. G. and A. Barker (eds.), *Advising West European Governments: Inquiries, Expertise and Public Policy* (Edinburgh, Edinburgh University Press, 1993).
- Strom, K., *Minority Government and Majority Rule* (Cambridge, Cambridge University Press, 1990).
- Weller, P., 'Prime Ministers, Political Leadership and Cabinet Government', *Australian Journal of Public Administration*, Vol. 50 (1991), pp. 131 – 144.
- Weller, P., *First Among Equals: Prime Ministers in Westminster Systems* (Sydney, Allen and Unwin, 1985).
- Weller, P., 'Party Rules and the Dismissal of Prime Ministers: Comparative Perspectives from Britain, Canada and Australia', *Parliamentary Affairs*, Vol. 47 (1994), pp. 133 – 143.
- Weller, P., H. Bakvis and R. A. W. Rhodes, *The Hollow Crown: Countervailing Trends in Core Executives* (Houndmills, Basingstoke, Macmillan, 1997).

COMPARATIVE WORKS: Accountability

- Barberis, P., 'The New Public Management and a New Accountability', *Public Administration*, Vol. 76 (1998), pp. 451 – 470.
- LeDuc, L., 'Elections and Democratic Governance', in L. LeDuc, R. G. Niemi and P. Norris (eds.), *Comparing Democracies: Elections and Voting in Global Perspective* (London, Sage, 1996), pp. 342 – 363.
- McDonald, A. and G. Terrill (eds.), *Open Government: Freedom of Information and Privacy*, (Houndmills, Basingstoke and London, Macmillan, 1998).
- Peters, B. G. and D. J. Savoie (eds.), *Governance in a Changing Environment* (Montreal, Canadian Centre for Management Development, 1993).
- Reid, W., 'Changing Notions of Accountability', *Public Administration*, Vol. 70 (1992).
- Stone, B., 'Administrative Accountability in the "Westminster" Democracies: Towards a New Conceptual Framework', *Governance*, Vol. 8 (1995), pp. 505 – 526.
- Weaver, R. K. and B. A. Rockman (eds.), *Do Institutions Matter? Government Capabilities in the United States and Abroad* (Washington, The Brookings Institution, 1993).

COMPARATIVE WORKS: Legislatures and the Executive

- Baldwin, N. D. J. (ed.), *Executive Leadership and Legislative Assemblies* (London and New York, Routledge, 2006).
- Copeland, G. and S. Patterson (eds.), *Parliaments in the Modern World: Changing Institutions* (Ann Arbor, University of Michigan Press, 1994).

- Doring, H. (ed.), *Parliaments and Majority Rule in Western Europe* (New York, St Martin's Press, 1996).
- Longley, L. and R. H. Davidson (eds.), *The New Roles of Parliamentary Committees* (London, Frank Cass, 1998).
- Norton, P. (ed.), *Legislatures* (Oxford, Oxford University Press, 1990).
- Norton, P. (ed.), *Parliaments and Governments in Western Europe* (London, Frank Cass, 1998).

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- Alderman, K. 'Revision of Leadership Election Procedures in the Conservative Party', *Parliamentary Affairs*, Vol. 52, No. 2 (April, 1999), pp. 260 – 274.
- Bogdanor, B., 'Ministerial Accountability', *Parliamentary Affairs*, Vol. 50, No. 1 (1997), pp. 71 – 83.
- Brady, C., 'Collective Responsibility of the Cabinet: An Ethical, Constitutional or Managerial Tool?', *Parliamentary Affairs*, Vol. 52, No. 2 (April, 1999), pp. 214 – 229.
- Brazier, R., *Constitutional Practice*, 2nd edn. (Oxford University Press, New York, 1994).
- Brazier, R., *Ministers of the Crown* (Oxford, Clarendon Press, 1997).
- Brivati, B. and Bale, T., *New Labour in Power* (Routledge, London, 1997).
- Burch, M. and I. Holliday, *The British Cabinet System* (Hemel Hempstead, Prentice Hall/Harvester Wheatsheaf, 1996).
- Denham, A. and M. Garnett, 'Influence Without Responsibility? Think Tanks in Britain', *Parliamentary Affairs*, Vol. 52, No. 1 (1999), pp. 46 – 57.
- Doig, A., 'The Resignation of Edwina Currie: A Word Too Far', *Parliamentary Affairs*, Vol. 42, No. 3 (1989), pp. 317 – 329.
- Dowding, K. and W. Kang, 'Ministerial Resignations 1945-97', *Public Administration*, Vol. 47 (1994), pp. 669 – 686.
- Foster, C. D., 'Ministerial Overload and Effective Government', *Parliamentary Affairs*, Vol. 52, No. 222 (April, 1999), pp. 194 – 213.
- Headey, B., *British Cabinet Ministers: The Roles of Politicians in Executive Office* (London, George Allen and Unwin, 1974).
- Hennessy, P., *Cabinet* (Oxford, Basil Blackwell, 1986).
- Hennessy, P., 'The Blair Style of Government', *Government and Opposition*, Vol. 33, No. 1 (1998).
- Hogg, S. and J. Hill, *Too Close to Call: Power and Politics – John Major in No. 10* (1995).
- James, S., *British Cabinet Government*, 2nd edn. (London, Routledge, 1999).
- James, S., 'The Idea Brokers: The Impact of Think Tanks on British Government', *Public Administration*, Vol. 71 (1993), pp. 491 – 506.
- James, S., 'The Cabinet System since 1945: Fragmentation and Integration', *Parliamentary Affairs*, Vol. 47 (1994), pp. 613 – 629.
- Judge, D., *The Parliamentary State* (London, Sage, 1993).
- Kavanagh, D. and A. Seldon, *The Powers behind the Prime Minister: The Hidden Influence of No. 10* (London, Harper Collins, 1999).
- Lee, J. M., G. W. Jones and J. Burnham, *At the Centre of Whitehall: Advising the Prime Minister and Cabinet* (Houndmills, Macmillan, 1998).
- Lawson, N., 'Cabinet Government in the Thatcher Years', *Contemporary Record* 8 (1994), pp. 440 – 447.
- Marsh, D. and R. A. W. Rhodes, *Policy Networks in British Government*, (Oxford, Clarendon Press, 1992).

- Marshall, G., 'Cabinet Government and the Westland Affair', *Public Law*, Vol. 184 (1986).
- Marshall, G. (ed.), *Ministerial Responsibility* (Oxford, Oxford University Press, 1989).
- Marshall, G., 'The Evolving Practice of Parliamentary Accountability: Writing Down the Rules', *Parliamentary Affairs*, Vol. 44 (1991), pp. 460 – 469.
- Rhodes, R., 'The Hollowing Out of the State: The Changing Nature of the Public Service in Britain', *Political Quarterly*, Vol. 65 (1994), pp. 138 – 151.
- Rhodes, R. and P. Dunleavy, *Prime Minister, Cabinet and Core Executive* (New York, St. Martin's Press, 1995).
- Seldon, A. (ed.), *The Blair Effect: The Blair Government 1997 – 2001* (London, Little, Brown, 2001).
- Shell, D. and R. Hodder-Williams (eds.), *Churchill to Major: The British Prime Ministership since 1945* (London, Hurst and Company, 1995).
- Smith, M. J., *The Core Executive in Britain* (Houndmills, Basingstoke and London, Macmillan, 1999).
- Theakston, K., *Junior Ministers in British Government* (Blackwell, Oxford, 1987).
- Zifcak, S., *New Managerialism. Administrative Reform in Whitehall and Canberra* (Buckingham, Open University Press, 1994).
- Watkins, A., *The Road to Number 10: From Bonar Law to Tony Blair*, (London, Duckworth, 1998).
- Woodhouse, D., *Ministers and Parliamentary Accountability in Theory and Practice* (Oxford, Clarendon Press, 1994).

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- Alley, R. 'The Powers of the Prime Minister', in H. Gold (ed.), *New Zealand Politics in Perspective*, 2nd edn. (Auckland, Longman Paul, 1989), pp. 103 – 122.
- Barker, F. and E. McLeay, 'How Much Change? An Analysis of the Initial Impact of Proportional Representation on the New Zealand Parliamentary Party System', *Party Politics*, Vol. 6, No. 2 (2000), pp. 131 – 154.
- Boston, J., 'The Cabinet and Policy Making under the Fourth Labour Government', in M. Holland and J. Boston (eds.), *The Fourth Labour Government: Politics and Policy in New Zealand* (Auckland, Oxford University Press, 1990), pp. 62 – 83.
- Boston, J., 'Forming a Government', in R. Miller (ed.), *New Zealand Government and Politics*, 4th edn., (Auckland, Oxford University Press, 2006), pp. 236 – 256.
- Boston, J., S. Levine, E. McLeay, and N. S. Roberts, *New Zealand Under MMP: A New Politics?* (Auckland, Auckland University Press and Bridget Williams Books, 1996).
- Boston, J. S. Levine, E. McLeay and N. S. Roberts, *Electoral and Constitutional Change in New Zealand: An MMP Source Book* (Palmerston North, Dunmore Press, 1999), pp. 300 – 365.
- Boston, J., J. Martin, J. Pallot, and P. Walsh, *Reshaping the State: New Zealand's Bureaucratic Revolution* (Auckland, Oxford University Press, 1991).
- Boston, J., J. Martin, J. Pallot, and P. Walsh, *Public Management: The Zealand Model* (Auckland, Auckland University Press, 1996).
- Boston, J. and A. Ladley, 'The Art and Craft of Coalition Management', *New Zealand Journal of Public and International Law*, Vol. 4 (2006), pp. 55 – 90.
- Cabinet Office, *Cabinet Office Manual* (Wellington, 2001).
- Chapman, R. 'A Political Culture under Pressure: The Struggle to Preserve a Progressive Tax Base for Welfare and the Positive State', *Political Science* Vol. 44, 1992, pp. 1 – 27.

- Eichbaum, Chris and Richard Shaw, 'Why We Should all be Nicer to Ministerial Advisers', *Policy Quarterly*, Vol. 1 (2005), pp. 18 – 25. At: <http://ips.ac.nz/publications/publications/show/172>
- Gill, O., 'Factors in the Institutional Design of the New Zealand Cabinet', *Public Sector*, Vol. 23 (Dec. 2000), pp. 24 – 27.
- Goldfinch, S. and B. Roper, 'Treasury's Role in State Policy Formulation During the Post-War Era', in B. Roper and C. Rudd (eds.), *State and Economy in New Zealand* (Auckland, Oxford University Press, 1993), pp. 50 – 74.
- Gregory, R., 'A New Zealand Tragedy', *Governance*, Vol. 11 (1998), pp. 231 – 240.
- Gregory, R., 'Political Responsibility for Bureaucratic Incompetence: Tragedy at Cave Creek', *Public Administration*, Vol. 76, (1998), pp. 519 – 538.
- Hayward, M., 'Prime Minister: Power', in R. Miller (ed.), *New Zealand Government and Politics*, 4th edn., (Auckland, Oxford University Press, 2006), pp. 225 – 235.
- Henderson, J., 'Labour's Modern Prime Ministers and the Party: A Study of Contrasting Political Styles', in M. Clark (ed.), *The Labour Party after 75 Years*, Occasional Publication No. 4 (Department of Politics, Victoria University of Wellington, 1992), pp. 98 – 117.
- James, C., *The Tie that Binds. The Relationship Between Ministers and Chief Executives* (Wellington, Institute of Policy Studies and Centre for Public Law, Victoria University of Wellington).
- James, C., *Under New Sail: MMP and Public Servants* (Wellington, Institute of Policy Studies, 1997).
- Joseph, P. A., *Constitutional and Administrative Law in New Zealand* (Sydney, The Law Book Co., 1993).
- Legal Research Foundation, *The Official Information Act* (Wellington, February 1997).
- Martin, J., *Public Service and the Public Servant* (Wellington, State Services Commission, 1991).
- McLeay, E. 'Buckle, Board, Team or Network? Understanding Cabinet', *New Zealand Journal of Public and International Law*, Vol. 4 (2006), pp. 37 – 54.
- McLeay, E., *The Cabinet and Political Power in New Zealand* (Auckland, Oxford University Press, 1995).
- McLeay, E., 'Cabinet', in R. Miller (ed.), *New Zealand Government and Politics*, 4th edn., (Auckland, Oxford University Press, 2006), pp. 199 – 216.
- McLeay, E., 'What is the Constitutional Status of the New Zealand Cabinet Office Manual?', *Public Law Review*, Vol. 10, (1999), pp. 11 – 16.
- Mulgan, R., 'The Changing Electoral Mandate', in M. Holland and J. Boston (eds.), *The Fourth Labour Government* (Oxford, Oxford University Press, 1990), pp. 11 – 21.
- Mulgan, R., 'The Elective Dictatorship in New Zealand', in H. Gold (ed.), *New Zealand Politics in Perspective*, 3rd edn., (Auckland, Longman Paul, 1992), pp. 513 – 532.
- Palmer, G., 'The Cabinet, the Prime Minister and the Constitution: The Constitutional Background to Cabinet', *New Zealand Journal of Public and International Law*, Vol. 4 (2006), pp. 1 – 36.
- Palmer, G., *Unbridled Power: An Interpretation of New Zealand's Constitution and Government*, 2nd edn. (Auckland, Oxford University Press, 1987).
- Palmer, G., *New Zealand's Constitution in Crisis: Reforming our Political System* (Dunedin, John McIndoe, 1992).
- Palmer, G. and M. Palmer, *Bridled Power: New Zealand Government under MMP* (Auckland, Oxford University Press, 1997).
- Palmer, M., 'Towards an Economics of Comparative Political Organization: Examining Ministerial Responsibility', *Journal of Law, Economics and Organization*, Vol. 11 (1995), pp. 164 – 186.

- Richards, L., 'Fortress Cabinet', *NZ Political Review*, Autumn 2002, pp. 24 – 36.
- Roberts, J., *Politicians, Public Servants and Public Enterprise: Restructuring the New Zealand Government Executive* (Wellington, Victoria University for the Institute of Policy Studies, 1987).
- Shaw, R., 'Consultants and Advisers' in R. Miller (ed.), *New Zealand Government and Politics*, 4th edn., (Auckland, Oxford University Press, 2006), pp. 257 – 273.
- Schick, A., *The Spirit of Reform: Managing the New Zealand State Sector in a Time of Change* (State Services Commission, 1996). (See the reviews in *Public Sector* [March 1997]).
- State Services Commission, *Working Under Proportional Representation: A Reference for the Public Service* (Wellington, 1995).
- White, Nicola, 'Deconstructing Cabinet Collective Responsibility', *Policy Quarterly*, Vol. 1, No. 4 (2005), pp. 4 – 11 at: <http://ips.ac.nz/publications/publications/show/172>

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- Blewett, N., *A Cabinet Diary: A Personal Record of the First Keating Government*, (Wakefield Press, Adelaide, 1999).
- Button, J., *As it Happened* (Text Publishing, Melbourne, 1998)
- Davis, G., 'Executive Government: Cabinet and the Prime Minister', in J. Summers, D. Woodward, and A. Parkin (eds.), *Government, Politics, Power and Policy in Australia*, 7th edn., (Longman, NSW, 2002).
- Department of Prime Minister and Cabinet, *Cabinet Handbook*, 5th edn., (DPMC, Canberra , amended November 2002).
- Tiernan, A and Weller, P., *Learning to be a Minister: Heroic expectation, practical realities* (Melbourne University Press, Melbourne 2010)
- Weller, P., *Malcolm Fraser PM: A Study in Prime Ministerial Power in Australia*, (Penguin, Melbourne, 1989).
- Weller, P., *Cabinet Government in Australia, 1901-2006* (University of New South Wales Press, Sydney, 2007).
- Weller, P., 'Prime Ministers and Cabinet', in P. Weller (ed.), *Menzies to Keating: The Development of the Australian Prime Minister*, (University of Melbourne Press, Melbourne, 1992).

Mandatory course requirements

In addition to obtaining an overall course mark of 50 or better, students must

- Submit any proposals that may be required on or before the due dates;
- Submit pieces of assessment, in the required format, on or before the due dates;
- Complete the final examination paper.

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show a "K" (fail due to not satisfying mandatory course requirements, even though the student's course requirements reached the level specified for a pass).

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

Expected Workload

In accordance with Faculty Guidelines, this course has been constructed on the assumption that students will devote approximately 17 hours per week to reading, writing, and researching material for this course (20 point course = 200 hours of work over a 12 week trimester). This includes 2 hours of lectures per week.

Assessment Objectives

Assessment objective for this course may include any or all of the following:

- to write an essay involving the tasks of essay design, gathering material on specialised topics, analysing the material, and presenting arguments in literate and structured form;
- to contribute to the design and development of a wiki or a similar group assessment task, testing your ability to contribute effectively in a group context, and to prepare/present material in an accessible, interesting and lively manner; and
- to write examination answers, testing your overall grasp of the content of the course and your ability to structure ideas quickly and to answer questions in brief, relevant essays.

Assessment

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

Assessment requirements for this course will be discussed at the first class and final requirements will be posted on Blackboard.

Those assessment requirements will provide information on:

The percentage weights for each assessment item that counts towards course marks.

An indication of which course learning objectives are addressed in each assessment item.

Dates when assessment items are due or will take place.

The time allowed for tests and examinations and an indication of the recommended work lengths for significant pieces of writing like essays.

Where group work is involved clear information will be provided on how the work will be assessed and on the contributions that will be expected from each student,

While final assessment requirements will be discussed at the first class, confirmed and then posted on Blackboard, the assessment will include the following:

The assessment for this course will include:

Assignment	Type	Indicative length	Due Date	CLO	Percentage of Overall Mark
Essay (topic to be advised at first class and posted on Blackboard)	Written	1,500 words	TBA	4	20 per cent
2 nd Assessment – TBC in first lecture	TBC	TBC	TBA	TBA	30 per cent
Final Examination	Written	Three hours	TBA	1,2,3,4	50 per cent

Examinations

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period. The final examination for this course will be scheduled at some time during the following period:

Friday 21st October – Saturday 12th November (inclusive)

Penalties

- Extensions beyond the due dates for assignments will be granted only to those who meet the University's aegrotat rules, i.e. a medical certificate, personal bereavement or critical personal circumstances beyond your control. If you are encountering difficulties of any kind let Dr Chris Eichbaum know immediately.
- NB that requests for extensions must be received before the due date of an assignment
- Assignments not submitted by the due date or by the date of an agreed extension may have their mark out of 100 reduced by 5 percentage points for each day the essay was late.
- Assignments submitted than 5 days late after due date or after the date of an extension may not be accepted.

Group Work

This course may include a group work component. If group work is included in the assessment mix it is expected that students will allocate no less than eight (8) hours to the group work, inclusive of research and meeting times. The assessment criteria for the group work component will be discussed with the class, before being confirmed and posted on Blackboard.

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 <http://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 <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

If in doubt seek the advice of your course coordinator. **Plagiarism is simply not worth the risk.**

Student feedback

Student feedback by means of formal course and teaching evaluations, and informal advice provided over the course of the trimester is an extremely important element in ensuring that the course meets student, course coordinator and Programme level learning and teaching objectives. Information generated from course and teaching evaluations in past years has informed the content, delivery and assessment mix for this course.

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

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Additional information will generally be communicated by means of Blackboard posting, which will also be emailed to all class members.

In addition members of the class will be encouraged to discuss any matters of interest or concern directly with Chris Eichbaum, either informally before or after class, or at a scheduled meeting. If you would like to meet privately at a scheduled meeting please email Chris Eichbaum so that an appointment can be made.

Link to general information

For general information about course-related matters, go to

<http://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.
