COMPARING SCOTTISH DEVOLUTION

PLIT 11080

2014/15 Honours Option

Course Guide

Semester Two

Course Convenor:
Dr Alan Convery
1. Introduction
Comparing Scottish Devolution is a Politics and International Relations Honours course that aims to place Scottish devolution in a comparative context. We will analyse in depth the government of Scotland within the United Kingdom. With this knowledge we will then consider its place among the other sub-state regions of the world and theories about decentralisation and federalism.

This course guide must be read in conjunction with the Honours Handbook, which contains essential information about how to submit your essay and the procedure for requesting a late penalty waver. It is available here: http://www.sps.ed.ac.uk/__data/assets/pdf_file/0009/161973/Politics_Honours_Handbook_2014-15_V2.pdf

Questions about the course should be addressed in the first instance to the course convenor, Dr Alan Convery: Room 4.03, School of Social and Political Science, Chrystal Macmillan Building; Tel: 0131 650 8255; email: alan.convery@ed.ac.uk; office hours (semester two): Mondays, 1-3pm. If these times are not convenient, please email to make an appointment.

2. Learning Outcomes
By the end of the course, students should be able to:
- understand the meaning of different forms of territorial governance, especially devolution, federalism, multi-level governance, regionalism and nationalism;
- critically appraise competing theoretical perspectives and empirical analyses on the development of regionalism and multi-level government in Scotland and other comparative cases;
- place Scottish devolution in a comparative perspective, and draw comparisons and contrasts with devolution across the UK, and with other forms of territorial government in other multi-level and multi-national states;
- effectively apply the comparative method;
- and develop research, analytical and presentation skills, through guided research in preparation for assessment and tutorial presentations.

3. Course Structure
This course adopts a lecture-tutorial format. Lectures are on Mondays, 15:10-17:00, in 7 Bristo Square, Lecture Theatre 1. The first lecture is on Monday 12 January.

Tutorials are on Fridays:

**Tutorial 1:** Friday, 10:00-10:50, Dugald Stewart Building – 3.11 David Hume Room  
**Tutorial 2:** Friday, 11:10-12:00, Medical School – Room 203 Biomedical Seminar Room 2 – Doorway 3  
**Tutorial 3:** Friday, 15:10-16:00, Dugald Stewart Building – 3.11 David Hume Room

Students should sign up for a tutorial group via the course Learn page during week one. **Tutorials begin in week two** on Friday 23 January.
4. Tutorial Format
All students are expected to participate in tutorial discussions and take part in group presentations. In the first tutorial (week two), students will be divided in groups of three or four and will remain in these groups throughout the semester. Each group will lead two tutorial discussions, including delivering a 15-minute PowerPoint presentation (see annex 1). **Tutorial participation will be assessed and count towards 15 per cent of your final mark.**

5. Course Material: Course Guide and Learn
This course guide is your first source of information. It provides a list of core, tutorial, and further readings. Most of the core or tutorial readings can be accessed as e-journals or e-publications. We will make some tutorial readings available on Learn. Book chapters or books can be found in the Library (the most important books are on reserve). Lecture slides will be made available on Learn on the day of the lecture.

6. Course Assessment
This course has three components of assessment:
- One 2,500 word **essay** (50% of the mark)
- One 1,500 word **research briefing paper** (35% of the mark)
- **Tutorial participation** (15% of the mark)

**DEADLINES:**
**Research briefing paper deadline:** Monday 2 March, 12 noon  
**Essay deadline:** Monday 30 March, 12 noon

All coursework will be marked and returned to students within three working weeks of the submission deadline. Feedback will be provided for all assessed work. All marks are provisional until confirmed by the Exam Board, which meets in early June 2015. **Topics and guidance for the research briefing paper and the essay are listed in annexes 2 and 3 of this document.**

7. Coursework Submission
Please see the **Honours Handbook** for information on submission of coursework; late penalty waivers; plagiarism; learning disabilities, special circumstances; common marking descriptors, re-marking procedures and appeals.

8. General Readings
There is no set textbook for this course. For those students who are unfamiliar with Scottish politics, an excellent place to start is Cairney and McGarvey’s (2013) *Scottish Politics*. This is the most up-to-date textbook about government in Scotland. For a more in-depth view of the evolution of Scottish government in the twentieth century, try Mitchell’s (2014) *The Scottish Question*. The best single-volume history of Scotland is still Devine (2012), *The Scottish Nation: A Modern History*. The definitive statement on Britishness is Colley (2009), *Britons: Forging the Nation, 1707-1837*. Kidd’s (2008) *Union and Unionisms* is a superb study of the shifting meaning and significance of the Union in Scottish political thought.

Federalism’ in the Annual Review of Law and Social Science (pp.269-288) is also a useful starting point. To examine Scotland’s place among other stateless nations, the standard work is Keating (2004), Plurinational Democracy: Stateless Nations in a Post-Sovereignty Era. See also Keating (2009), The Independence of Scotland (which would also serve as an excellent introduction to the course).

# Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture (Monday)</th>
<th>Tutorial (Thursday)</th>
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<tbody>
<tr>
<td>1</td>
<td>12/01</td>
<td>Introduction: Scottish devolution in comparative perspective (AC)</td>
<td>No tutorial this week. <strong>Please sign up for a tutorial via Learn.</strong></td>
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<tr>
<td>2</td>
<td>19/01</td>
<td>Devolution, federalism and confederation: Scotland’s constitutional settlement in</td>
<td>Introduction and discussion: how does UK devolution differ from federalism?</td>
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<td></td>
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<td>comparative perspective (AC)</td>
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<td>3</td>
<td>26/01</td>
<td>Intergovernmental relations in multi-level states (AC)</td>
<td>How well have the UK and Scottish governments handled intergovernmental relations?</td>
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<tr>
<td>4</td>
<td>02/02</td>
<td>The politics of territorial finance (AC)</td>
<td>What should Scotland and the UK learn from fiscal federalism in other multi-level states?</td>
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<tr>
<td>5</td>
<td>09/02</td>
<td>Devolution in the rest of the UK: Wales (AC)</td>
<td>Why does Welsh devolution differ from Scottish devolution?</td>
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<td>6</td>
<td>16/02</td>
<td><strong>Innovative Learning Week: no classes</strong></td>
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<tr>
<td>7</td>
<td>23/02</td>
<td>Multi-level elections and voting behaviour (AH)</td>
<td>Are Scottish Parliament elections second order?</td>
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<td></td>
<td><strong>Research Briefing Paper due: Monday 2 March, 12 noon</strong></td>
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<tr>
<td>8</td>
<td>02/03</td>
<td>Scotland and Quebec (AH)</td>
<td>Is Scottish national identity similar to Quebecois national identity?</td>
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<td>9</td>
<td>09/03</td>
<td>Political parties in multi-level states (AC)</td>
<td>What are the best strategies for Scotland’s statewide parties in dealing with multi-level politics?</td>
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<td>10</td>
<td>16/03</td>
<td>Social citizenship and the territorial politics of welfare (AC)</td>
<td>Has devolution undermined the UK welfare state?</td>
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<tr>
<td>11</td>
<td>23/03</td>
<td>Independence, interdependence and the future of Scotland (AC)</td>
<td>Did the SNP’s plans for independence imply swapping one form of interdependence for another?</td>
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<td><strong>Essay due: Monday 30 March, 12 noon</strong></td>
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This lecture will provide an overview of course learning outcomes and administration, and clarify the key concepts at the centre of an analysis of Scottish devolution in comparative perspective. Scottish devolution is not unique, but it is interesting. How did Scotland get here?

**Core Reading**


**Further Reading**


What is Scotland’s constitutional power when placed in a comparative perspective? Is Scotland more or less powerful than other sub-state units of other multi-level states? The lecture discusses various dimensions (self-rule, shared rule) to assess the competencies of Scotland and the other devolved territories in the UK. Why is the UK not federal and, if it were, would it make a difference?

**Core Reading**

**Further Reading**
What are intergovernmental relations and what are they for? What makes UK intergovernmental relations peculiar when they are placed in a comparative perspective? What has been the effect of party incongruence between the central and devolved governments on the character and formalization of intergovernmental relations?

**Core Reading**


**Further Reading**


Monday 2 February
Lecture 4: The politics of territorial finance

Where does the Scottish Government get its financial resources from? To what extent is the mechanism for funding Scotland unusual when it is compared with other federal or multi-level polities? How is political autonomy affected by the level of fiscal autonomy? What are the costs and benefits of extending fiscal autonomy, and the possible consequences for sub-state policy-making and inter-regional territorial integration?

Core Reading

Further Reading
Devolution in the UK is radically asymmetrical: whilst there has been devolution to Scotland, Wales and Northern Ireland, there has been no equivalent process for the regions of England outside London. How does Scottish devolution compare to devolution in Wales? How do the arrangements for the other devolved parts of the UK affect Scotland? Why is the English Question becoming increasingly important?

Core Reading

Further Reading


Monday 23 February
Lecture 6: Multi-level elections and voting behaviour (AH)

Why is turnout usually higher in state-wide than in regional or devolved elections? Are devolved and regional elections second order? How do national and sub-national elections relate to each other in other multi-level polities in Europe and beyond? What impact does voting for stateless nationalist and regionalist parties have on electoral competition and outcomes? This lecture will be given by Professor Ailsa Henderson.

Core Reading

Further Reading
Arjan Schakel (2013) ‘Congruence between regional and national elections’, *Comparative Political Studies*.
In what ways have scholars tried to compare Scotland and Quebec? How does national identity in Quebec compare with Scotland? Are Scotland and Quebec ‘stateless nations’? This lecture will be given by Professor Ailsa Henderson.

Core Reading

chapter 3: The Political Use of National Identity
chapter 4: Measuring National Identity

Plus any two of:


Further Reading


Monday 9 March
Lecture 8: Political parties in multi-level states

How have parties adapted their organisation, campaigns and policies after devolution? What has been the role of autonomist parties in devolution? To what extent can we compare the multi-level organisation and strategies of parties in Scotland with parties in other multi-level polities?

Core Reading

Further Reading


Monday 16 March
Lecture 9: Social citizenship and the territorial politics of welfare

Has devolution resulted in policy divergence? Have the devolved authorities and the UK (as the government for England) shared best practices in devolved policy areas and used it as a basis for policy innovation? To what extent is there evidence of policy divergence, innovation and emulation in other multi-level polities? Does policy divergence come at the cost of equal civic, political or social citizenship rights and if so, should this be seen as a problem?

Core Reading

Further Reading

Lecture 10: Independence, interdependence and the future of Scotland

What does ‘independence’ mean in the 21st century? What is the difference between ‘devo max’, ‘devo plus’ and independence? Do we live in a ‘post-sovereign’ era? Is Scotland heading towards independence?

**Core reading**


**Further reading**


Scottish Labour Party (2014) *Powers for a Purpose: Strengthening Accountability and Empowering People*. Available at http://b.3cdn.net/scotlab/c07a7cdb97a522f4c5_h1m6vwh8l.pdf

ANNEX 1:
GUIDELINES ON TUTORIAL PRESENTATIONS AND ASSESSMENT

At the first tutorial meeting, students will be divided into four groups of 3-4 students in each (Groups A, B, C and D).

Members of group A will present and lead a tutorial discussion in weeks 3 and 7
Members of group B will present and lead tutorial discussion in weeks 4 and 8
Members of group C will present and lead tutorial discussion in weeks 5 and 9
Members of group D will present and lead tutorial discussion in weeks 6 and 10

There will be three elements to the tutorial presentations:

- Members of the group leading the tutorial should prepare a 15-minute Powerpoint presentation that directly addresses the tutorial question.
- At the end of the presentation, groups will be asked to answer questions from the rest of the class, based on their presentation.
- The leading group should then present a set of questions and discussion points to help foster discussion and debate among the tutorial class.

Assessment
After each presentation, the course convener will give ONE collective mark that reflects the collective effort of the group to fulfil each of the requirements above, i.e.: (i) to address their assigned research question in a clear, concise and engaging presentation; (ii) to respond well to the questions posed by the rest of the class; and (iii) to lead a vibrant and relevant discussion on this theme. To this effect, the moderator will prepare a feedback sheet for the group (with a mark), which will be circulated to each member of the group. A sample of this feedback sheet can be found on the next page.

Since each group will lead two discussions, the final tutorial mark will be the average mark for two group presentations. The final tutorial mark will represent 15 per cent of the overall mark.

Timing
Please ensure that you time your presentation carefully beforehand. The 15-minute time limit will be strictly enforced so that we have enough time for class discussion.
GROUP PRESENTATIONS FEEDBACK SHEET

Prepared by Monitor: Alan Convery

GROUP A

Question Addressed:

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<tr>
<th>Some factors informing assessment:</th>
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<th>2:1</th>
<th>2:2</th>
<th>3</th>
<th>Fail</th>
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<tbody>
<tr>
<td>Presentation addresses the question set, and with sufficient focus?</td>
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<td>Presentation engages critically with the literature and shows grasp of relevant concepts and knowledge?</td>
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<tr>
<td>Presentation follows a logical and effective pattern of argument?</td>
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<tr>
<td>Presentation supports arguments with examples that are drawn from the literature on comparative territorial politics</td>
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<td>Quality of the power point presentation (clarity, use of visual images)</td>
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<td>Capacity to respond appropriately to questions from the class</td>
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<tr>
<td>Discussion questions that follow from the presentation are clearly linked to the set question</td>
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<td>Group members make sufficient effort to engage their audience during the discussion</td>
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</table>

Comments:

Grade:
Why a Research Briefing?
The aim of the Research Briefing Paper is to test students’ capacity to apply their research skills, knowledge and understanding to the task of producing an informative, relevant and user-friendly document. Students of politics go on to a wide variety of careers after their degree and many find themselves working for members of parliament, voluntary organisations, political parties, trade unions, business groups, the civil service etc. In these kinds of roles, the ability to compile a concise, reliable and readable summary of key issues is a valuable skill. The main aims and features of the exercise are outlined below to guide you towards writing a successful research briefing paper.

Who is it aimed at?
The research briefing paper aims to present a concise summary of research findings to an informed, but not necessarily expert, audience. In government, parliament and the public sector, officials, ministers and parliamentarians must have access to information on a wide range of topics and issues which change rapidly. Concise, clear, reliable research briefings help keep decision makers informed about the issues for which they are responsible.

Students are required to choose the intended recipient of their research briefing paper. He or she may be, for example, an individual Member of the Scottish Parliament, a local councillor, a Scottish Government Minister, a private sector chief executive, or you may write the briefing paper for an institutional actor, such as a parliamentary committee, a voluntary organisation, a quango or an interest group. It is up to you to decide for whom you are writing the research briefing, and you must make this clear on the first page of your paper. (Please note: you do not need to name the individual concerned – their position is what is important). You should anticipate the degree of familiarity that your intended recipient may have with the topic, and provide relevant background information, as appropriate. You should recognise that he or she cannot spend time doing their own research and thus needs a capsule version of the key points and considerations about the issues raised.

Scotland is not unique. Its devolved system of government, and the multi-level context in which it is placed, shares some features with other stateless nations and regions in other multi-level states. Yet, in Scottish political life, often little is known about experiences from other countries and contexts.

Thus a primary objective of this exercise is to produce a Research Briefing Paper that situates the policy or political problem in a comparative context, and draws upon whatever lessons your intended recipient might usefully learn from comparative analysis.

The research briefing paper should be accurate, well-informed, impartial and written with the needs of the user in mind. For example, a research briefing paper on fiscal autonomy may be differently orientated were it written for an SNP MSP, a Labour MSP, UK government minister, a trade union or the Confederation of British Industry. The distinctive orientation of your research briefing paper should highlight the issues
of most concern to the intended recipient without compromising the impartiality and accuracy of its content.

**Research Briefing Topics**
Research briefing papers should address **ONE** of the questions listed below:

1. What are the benefits and risks of giving the Scottish Parliament full control of income tax?
2. Is federalism a viable option for the future of the UK?
3. What are the benefits and disadvantages of retaining the Barnett Formula?
4. What problems might be posed by the creation of an English Parliament?
5. Why is devolution in the UK so asymmetrical in comparison with other countries?

In addressing these questions, you can choose a particular focus of relevance to your intended recipient, and be sure to orientate the briefing towards his/her/its interests and concerns.

**Before you start writing, be sure you are clear about:**
- the precise focus of the research briefing paper;
- why you are writing the research briefing (your purpose);
- who you are writing the research briefing for (your reader);
- what that person most needs to know;
- the points you will cover;
- and how you will structure your information.

**What structure should it follow?**
The research briefing should be written and presented in a readily digestible form and should not exceed **1,500 words in length** (+/- 10%). While the structure may vary, each paper should include three main parts: (i) the **purpose** (usually stated as the issue, topic or purpose); (ii) a **summary of the facts/key debates/lines of argument** (what this section contains and the headings used will be determined by the purpose of the briefing note); and (iii) the **conclusion** (this may be a conclusion, a recommendation or other advice, or both). The following section headings may help you to structure your research briefing paper, but remember that your paper should only have the sections that are relevant to your purpose and audience.

- **Issue** (also topic, purpose): A concise statement of the issue, proposal or problem. This section should explain in one or two lines why the paper matters to the reader. It sets out in the form of a question or a statement what the rest of the paper is about.
- **Background**: The details the reader needs in order to understand what follows (how a situation arose, previous decisions/problems, actions leading up to the current situation/when and why a particular proposal under examination was introduced). Typically this section gives a brief summary of the history of the topic and other background information. What led up to this problem, issue or proposal? How has it evolved?
• **Current Status:** Describes only the current or recent situation, who is involved, what is happening now, the current state of the matter, issue, situation, etc.

• **Key Considerations:** A summary of important facts, considerations, developments—everything that needs to be considered now. While you will have to decide what to include and what to leave out, this section should be as unbiased as possible. Your aim is to present all the details required for the reader to be informed or to make an informed decision. Keep the reader's needs uppermost in your mind when selecting and presenting the facts. Remember to substantiate any statements with evidence (including references) and to double-check your facts.

• **Options** (also Next Steps, Comments): observations about the key considerations and what they mean; a concise description either of the options and sometimes their pros and cons or of what will happen next.

• **Conclusion and/or Recommendations:** Conclusions summarise what you want your reader to infer from the paper. Do not introduce anything new in the Conclusion. If you are including a recommendations section, it should offer the best and most sound advice you can offer. Make sure the recommendation is clear, direct and substantiated by the facts you have put forward.

**Submission and Assessment**

Papers should be submitted by **12 noon on Monday 2 March**. Please read the *Honours Handbook* for instructions on how to submit your paper. To succeed, a research briefing paper should be short, concise, clear, reliable and readable. It should be accurate, informed, logical, impartial and written with the needs of the user in mind. The research briefing paper will represent **35% of the mark for the course**.

**Sources**

Although this is a Research Briefing Paper for a non-academic audience, you should still follow proper scholarly conventions about attributing sources and ideas. Your paper **must** contain references to evidence and to scholarly arguments. The point is to express insights from academic work in a crisp and readable manner.

**How will the research briefing paper be marked?**

The following are the criteria through which the briefing will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the assignment as a whole.

- Does the paper address the question set, and with sufficient focus?
- Does the paper show a grasp of the relevant concepts and knowledge?
- Does the paper demonstrate a logical and effective pattern of argument?
- Does the paper, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
- Does the paper demonstrate reflexivity and critical thinking in relation to arguments and evidence?
- Is the paper adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?
ANNEX 3: THE ESSAY

Essay Questions
Choose ONE of the following:

1. Which of Scotland’s statewide parties has adapted best to the challenges of multi-level politics?

2. To what extent would the proposals of the Smith Commission make Scotland more fiscally accountable?

3. Are intergovernmental relations in the UK characterised mainly by co-operation or conflict?

4. To what extent did the SNP Government’s white paper *Scotland’s Future* outline a ‘post-sovereign’ view of Scottish independence?

5. To what extent has Scottish public policy diverged from the rest of the UK since devolution?

The essay should be 2,500 words in length (+/-10%) and is worth 50% of the overall mark for this course. The deadline is 12 noon on Monday 30 March (see the Honours Handbook for instructions on how to submit).

Note on Writing Essays
Do the simple things well:

- Answer the question. *Read the question carefully.* Work out what you want to say, and make your points explicitly.

- A good introduction shows that you understand the context and significance of the question to be addressed, and helps the reader by explaining how you will answer it. Each paragraph should be coherent in itself and in relation to others: pay particular attention to the first sentence of a paragraph.

- Ensure you provide a good explanation of the key concepts addressed by the question and your argument/analysis.

- Avoid description. You should be offering analyses and explanations of political developments, and informed coherent arguments. You should not be telling the story of what happened, when, etc.

- Your conclusion should be consistent with the material and argument you present. Don't introduce new ideas into your conclusion - use it to draw together the main strands of your argument.

Referencing
It is strongly recommended that you use the ‘Harvard’ or ‘author-date’ system of referencing. This referencing system is easy to understand and is used in the vast majority of the political science literature.
How will the essay be marked?
The following are the criteria through which the essay will be marked. However, it is important to note that the overall mark is a result of a holistic assessment of the assignment as a whole.

- Does the essay address the question set, and with sufficient focus?
- Does the essay show a grasp of the relevant concepts and knowledge?
- Does the essay demonstrate a logical and effective pattern of argument?
- Does the essay, if appropriate, support arguments with relevant, accurate and effective forms of evidence?
- Does the essay demonstrate reflexivity and critical thinking in relation to arguments and evidence?
- Is the essay adequately presented in terms of: correct referencing and quoting; spelling, grammar and style; layout and visual presentation?
Learning Resources for Undergraduates

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: www.ed.ac.uk/iad/undergraduates

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events).

Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work. To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Discussing Sensitive Topics

The disciplines Social and Political Sciences address a number of topics that some might find sensitive or, in some cases, distressing. You should read this handbook carefully and if there are any topics that you may feel distressed by you should seek advice from the course convenor and/or your Personal Tutor.

For more general issues you may consider seeking the advice of the Student Counselling Service, http://www.ed.ac.uk/schools-departments/student-counselling
Plagiarism Guidance for Students:

Avoiding Plagiarism

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else’s work (including another student’s work or material from the Web or a published author) as your own is plagiarism and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. ELMA automatically runs all submissions through ‘Turnitin’, our plagiarism detection software, and compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. For further details on plagiarism see the Academic Services’ website: http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents

Appendix 2 – Submission and Feedback information

Guide to Using LEARN for Online Tutorial Sign-Up

(Note: this could be added as an appendix to handbooks)

The following is a guide to using LEARN to sign up for your tutorial. If you have any problems using the LEARN sign up, please contact the course secretary by email (edwin.cruden@ed.ac.uk).

Tutorial sign up will open on (Monday 12.01.14 at 16:30), after the first lecture has taken place, and will close at 12 noon on the Friday of Week 1 (16.01.15).

Step 1 – Accessing LEARN course pages
Access to LEARN is through the MyEd Portal. You will be given a log-in and password during Freshers’ Week. Once you are logged into MyEd, you should see a tab called ‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

Step 2 – Welcome to LEARN

Once you have clicked on the relevant course from the list, you will see the Course Content page. There will be icons for the different resources available, including one called ‘Tutorial Sign Up’. Please take note of any instructions there.

Step 3 – Signing up for your tutorial

Clicking on Tutorial Sign Up will take you to the sign up page where all the available tutorial groups are listed along with the running time and location.

Once you have selected the group you would like to attend, click on the ‘Sign up’ button. A confirmation screen will display.

IMPORTANT: If you change your mind after having chosen a tutorial you cannot go back and change it and you will need to email the course secretary. Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances.

Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until 12 noon on the Friday of Week 1 (16.01.15) so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

ELMA: Submission and Return of Coursework

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA. Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly.

When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.
Occasionally, there can be technical problems with a submission. We request that you monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser’s responsibility to inform you of the reasons.

All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.

**Word Count Penalties**

(This is for all courses, years 1-4, which have written work being submitted via ELMA (i.e. electronically))

Your short essay should be between (enter word limits here) words (excluding bibliography)*. Essays above (enter word limit here) words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between (enter word limit and word limit plus 20) words will lose one mark, between (enter word limit and word limit plus 40) two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

**The Operation of Lateness Penalties**

Unlike in Years 1 and 2, NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK At HONOURS LEVEL.

Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade.

If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at 12.01pm will be marked as one day late, work submitted at 12.01pm on Wednesday will be marked as two days late, and so on.
Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.

**How to Submit a Lateness Penalty Waiver Form**

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO’s office, on online at: http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area from the list:

**Politics**

Ruth Winkle: ruth.winkle@ed.ac.uk 0131 650 4253

Room 1.11, Chrystal MacMillan Building
If you are a student from another School, you should submit your LPW to the SSO for the subject area of the course, (tbc)

Return of Feedback

Feedback for your first piece of coursework will be returned online via ELMA on 17.03.15
Feedback for your second piece of coursework will be returned online via ELMA on 20.04.15