

# **Tutorial Letter 101/3/2018**

**Ethics in public administration and  
administrative justice**

**PUB3707**

**Semesters 1 and 2**

**DEPARTMENT OF PUBLIC ADMINISTRATION  
AND MANAGEMENT**

This tutorial letter contains important information  
about your module.

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Dear Student

## 1 INTRODUCTION

Welcome to the University of South Africa and in particular to the module **Ethics in public administration and administrative justice**. By completing this module, you will acquire the essential background knowledge required for an exciting and challenging career. This tutorial letter will help you with your studies and should therefore be studied in detail. It contains all the relevant information about this module and general information about your studies. Once more, make sure that you read this tutorial letter carefully – it will be to your advantage.

**PLEASE NOTE** that this module has two (2) study guides, namely study guide 1 for **Ethics in public administration**, and study guide 2 for **Administrative justice**.

### Getting started...

Because this is an online module, you need to go online to access your study material and to read about the requirements of the module. Go to the website <https://my.unisa.ac.za> and log in with your student number and password. As a student enrolled for the first semester, you will see **PUB3707-18-S1** in the row of modules in the orange blocks across the top of the webpage. As a second semester student, you will see **PUB3707-18-S2**. Remember to check in the **More sites** tab if you cannot find the module code in the orange blocks. Click on the module you want to open.

In addition, you will receive this tutorial letter and a printed copy of the online study material for your module. While the printed material may appear to be different from the online study material, these are the same and have been copied from *myUnisa*: <https://my.unisa.ac.za>.

We trust that you will benefit from everything that this module has to offer.

## 2 PURPOSE AND OUTCOMES

### 2.1 Purpose

The **purpose** of this module is to make available to you systematic and fundamental knowledge in the fields of ethics in public administration as well as administrative justice, more particularly within the South African context.

In addition, the module is intended to help public managers increase their capacity to respond creatively to challenges that arise when dealing with relations and interaction between various role players in the state. The purpose of the module is to equip students with the ability to acquire a well-rounded and systematic knowledge base of the ethics in public administration as well as administrative justice in the public sector to:

- explain that the behaviour of various public role players directly affects the delivery of public services.
- explain the ethical evaluation of the actions of participants in public administration.
- explain the concept “ethics” and its place in public administration.
- discuss professionalism and professional ethics in public administration.
- discuss the use of ethical guidelines to regulate the conduct of public officials.
- explain the ethical implications regarding state budgets.

- discuss inequalities and their elimination as an ethical issue.
- describe professional public officials and their mutual relationships.
- define and explain the concept of administrative justice and interpret and apply the principles of administrative justice.
- explain the effect of the separation of powers in the state on the functioning of public administration.
- explain the role and functioning of state institutions supporting administrative justice in public administration.

## **2.2 Outcomes**

A range of tasks in study guides, tutorial letters, assignments and examinations will show that students have achieved the following outcomes. The following learning outcomes and assessment criteria are applicable to this module:

### ***STUDY GUIDE 1***

#### **Learning outcome 1**

Students are able to explain that the behaviour of various public role players directly affects the delivery of public services.

##### ***Assessment criteria***

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Describe the parties involved in the delivery of public services,
- Explain the nature of mutual relationships between parties involved in the delivery of public services

#### **Learning outcome 2**

Students are able to explain the ethical evaluation of the actions of participants in public administration.

##### ***Assessment criteria***

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Determine the nature of the context within which the actions of public role players are evaluated,
- Explain why the evaluations made by different people do not always correspond.

#### **Learning outcome 3**

Students are able to explain the concept “ethics” and its place in public administration.

##### ***Assessment criteria***

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Explain what “ethics” is and how it differs from “Ethics”,
- Describe how ethics fits into public administration.

#### **Learning outcome 4**

Students are able to discuss professionalism and professional ethics in public administration.

##### ***Assessment criteria***

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Describe what professionalism is within the context of public administration,
- Explain what professional ethics is within the context of public administration,
- Discuss how professionalism and professional ethics can be promoted.

### **Learning outcome 5**

Students are able to discuss the use of ethical guidelines to regulate the conduct of public officials.

#### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Explain how the Constitution and other laws are used as ethical guidelines,
- Describe how policy documents can serve as ethical guidelines,
- Discuss the use of codes of conduct as ethical guidelines.

### **Learning outcome 6**

Students are able to explain the ethical implications regarding state budgets.

#### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Explain the ethical role that a state budget plays in public administration,
- Define and explain the meaning of “distributive justice”,
- Describe the budget as a moral issue,
- Discuss ethical budgets.

### **Learning outcome 7**

Students are able to discuss inequalities and their elimination as an ethical issue.

#### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Reflect on the existence and nature of inequalities,
- Discuss an ethical approach to the composition of the profile of a public service,
- Discuss policy frameworks to attain representativeness.

### **Learning outcome 8**

Students are able to describe professional public officials and their mutual relationships.

#### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Describe public officials and their relationship to members of the public,
- Discuss public officials and their relationship to the political principal,
- Describe a public official and his or her relationship to his or her profession and colleague.

## **STUDY GUIDE 2**

### **Learning outcome 1**

Students are able to define and explain the concept of “administrative justice” and interpret and apply the principles of administrative justice.

### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Define administrative justice;
- Explain the status of the constitution;
- Correctly identify and explain the principles of administrative justice; and
- Describe and illustrate the implications of the right to administrative justice for public administration.

### **Learning outcome 2**

Students are able to explain the effect of the separation of powers in the state on the functioning of public administration.

### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Describe and illustrate the *trias politica* and its application in South Africa;
- Explain the significance of the administrative state in public administration;
- Explain the significance of delegated legislation;
- Explain the significance of administrative adjudication; and
- Describe and illustrate administrative discretion and its application in public administration.

### **Learning outcome 3**

Students are able to explain the role and functioning of state institutions supporting administrative justice in public administration.

### **Assessment criteria**

Create and implement learning opportunities and learning activities by means of a summative assessment to enable students to:

- Define the concept of “ombudsman”;
- Explain the characteristics of an ombudsman and describe and illustrate its influence on public administration;
- Describe and illustrate the office of Public Protector and its role in supporting administrative justice.

## **3 LECTURERS AND CONTACT DETAILS**

### **3.1 Lecturers**

#### **Study guide 1**

Module Leader: Prof M van Heerden

E-mail: [vheerm@unisa.ac.za](mailto:vheerm@unisa.ac.za)

Tel: (012) 429 6749/ +27 12 429 6749

Office: Room 4-107, AJH van der Walt Building, Muckleneuk Campus, Pretoria.

#### **Study guide 2**

Module Leader: Prof DJ Brynard

E-mail: [brynadj@unisa.ac.za](mailto:brynadj@unisa.ac.za)

Tel: (012) 429 6393/ + 27 12 429 6393

Office: Room 4-109, AJH van der Walt Building, Muckleneuk Campus, Pretoria.

**N/B:** Always have your student number and module code ready when you contact the university.

### LECTURER AVAILABILITY

The lecturers for this module will be available to take phone calls on academic matters and/or to attend to students who may prefer to visit personally for academic engagement. However, the days and times of lecturer's availability will be communicated in the module page on MyUnisa. These days and times are subject to change from time to time in order to accommodate the lecturer's work schedule and other commitments. The changes on the days and times will be communicated by the lecturer in advance through the announcement option on MyUnisa as and when this happens. Students are advised to check the module page on MyUnisa before making phone calls or visiting the lecturer's office for academic enquiries/engagements.

### 3.2 Department

Department of Public Administration and Management

Secretary: Ms S Sapula

Tel: 012 429 3785

### 3.3 University

Calls – RSA only:	086 167 0411
International calls:	+ 27 11 670 9000
Fax:	012 429 4150/+27 12 429 4150
E-mail:	<a href="mailto:study-info@unisa.ac.za">study-info@unisa.ac.za</a>

University of South Africa

**Postal address:** University of South Africa; P O Box 392; UNISA, 0003.

**Physical address:** University of South Africa, Preller Street, Muckleneuk, Pretoria, 0001

To contact the University, you should follow the instructions in the *myStudies@Unisa* brochure. Remember to have your student number available when you contact the University.

The first points of contact for enquiries about administrative support are the following:

DESCRIPTION OF ENQUIRY	SMS NUMBER	E-MAIL ADDRESS
Applications and registrations	43578	study-info@unisa.ac.za
Assignments	43584	assign@unisa.ac.za
Examinations	43584	exam@unisa.ac.za
Study material	43579	despatch@unisa.ac.za
Student accounts	31954	finan@unisa.ac.za

DESCRIPTION OF ENQUIRY	SMS NUMBER	E-MAIL ADDRESS
myUnisa	43582	myUnisaHelp@unisa.ac.za
myLife e-mail	43582	myLifeHelp@unisa.ac.za
Book request (Library)	AirPAC	vospresc@unisa.ac.za

## 4 RESOURCES

### 4.1 Prescribed books

The following book is prescribed for this module:

**Study guide 1:** Wessels, J.S., Pauw, J.C. & Thani, X.C. (eds). 2014. *Reflective Public Administration: Ethics*. Pretoria: Unisa Press.

**Study guide 2:** There is **no prescribed textbook**. This means that you do not have to buy any additional books. You need only study your study guide 2 and the tutorial letters.

Please consult the list of official booksellers and their addresses in My Studies @ Unisa.

Enquiries regarding any problems with the provision of prescribed books should be directed to the following e-mail address: vospresc@unisa.ac.za

### 4.2 Recommended books

To supplement the study material you could also consult the recommended books. The recommended books for Study Guide 1 are listed below and can be obtained from the UNISA library or any of its branches in Cape Town, Durban and Polokwane. Additional sources for Study Guide 2 are listed after assignment 4.

The following books are also recommended for **Study Guide 1**:

First Author	Year	Title	Editi	Publisher	ISBN
Fox, W	2010	A guide to public ethics	1st	Claremont Publishers	9780702177620
Huberts, L	2007	Ethics and integrity of governance: perspectives across frontiers	1st	Cheltenham	9781845428549
Huberts, LWJC	2008	Ethics and integrity of governance: perspectives across frontiers	1st	Cheltenham	9781848441378 (electronic bk)
Gildenhuys, JSH	2004	Ethics and Professionalism: The Battle Against Public Corruption	1st	Sun Press	1919980032



Lawton, A	2013	Ethics and Management in the Public Sector	1st	Routledge	9780415577 601
Lawton, A	2012	Ethics and management in the public sector	1st	Routledge	9780203 094129
Dutelle, AW	2011	Ethics for the Public Service Professional	1st	CRC Press	9781439 824900

### 4.3 Electronic reserves (e-reserves)

A list of periodical articles has been placed on E-reserves to assist you in the preparation of your assignments. They can be downloaded from the library's catalogue at <http://oasis.unisa.ac.za>. Under search options, click on Course code search and type in your module code, e.g. PUB3707. Click on the Electronic reserves for the current year. The articles are available in PDF format.

Postal request: Journal articles may also be requested by completing an article request card for each item. These should be posted or faxed to +27 12 4298128.

Telephonic requests can be done at +27 12 429 3133/3134. Each title has been allocated a request number which must be kept ready for use. Request by phone are done only at the Main Library in Pretoria between 07:45 and 20:00 weekdays and between 8:00 and 16:00 Saturdays.

#### The list of the E-reserves material appears below:

1. **Author:** Brynard, D.J.  
**Title:** Reasons for administrative action: what are the implications for public officials?  
**Publisher:** *Journal of Public Administration*  
**Year published:** 2009  
**Volume:** 44 (3.1) Oct
2. **Author:** Brynard, D. J.  
**Title:** The duty to act fairly: a flexible approach to procedural fairness in public administration  
**Publisher:** *Administratio Publica*  
**Year published:** 2010  
**Volume:** 18 (4) Nov
3. **Author:** Brynard, D.J.  
**Title:** Procedural Fairness to the Public as an Instrument to Enhance Public Participation in Public Administration  
**Publisher:** *Administratio Publica*  
**Year published:** 2011  
**Volume:** 19 (4) Nov
4. **Author:** Van Heerden, M

- Title:** Three types of administrative actions  
**Publisher:** *Journal of Public Administration*  
**Year published:** 2009  
**Volume:** 44 Oct
5. **Author:** Van Heerden, M  
**Title:** The constitutional obligation on government to perform public administration efficiently and effectively  
**Publisher:** *Politeia*  
**Year published:** 2009  
**Volume:** 28
6. **Author:** Van Heerden, M  
**Title:** The 1996 Constitution of the Republic of South Africa: Ultimately supreme without a number  
**Publisher:** *Politeia*  
**Year published:** 2007  
**Volume:** 26
7. **Author:** Lynch, T.D.  
**Title:** Productivity and the Moral Manager  
**Publisher:** *Administration and Society*  
**Year published:** 2002  
**Volume:** 34, pp. 347-369.
8. **Author:** Rossouw, D.  
**Title:** *Ethics for Accountants and Auditors*  
**Publisher:** Cape Town: Oxford University Press  
**Year published:** 2008  
**Pages:** 130-142
9. **Author:** Somers, M.J.  
**Title:** Ethical Codes of Conduct and Organizational Context: A Study of the Relationship Between Codes of Conduct, Employee behaviour, and Organizational Values.  
**Publisher:** *Journal of Business Ethics*  
**Year published:** 2001  
**Volume:** 30, pp. 185-195
10. **Author:** World Bank  
**Title:** Silent and Lethal: How Quiet Corruption Undermines Africa's Development Efforts  
**Year published:** 2010  
**Pages:** 1 - 29
11. **Author:** Brynard, D. J.  
**Title:** Justifying administrative action for reasonableness: a quest for accountable public administration.  
**Publisher:** *Administratio Publica*  
**Year published:** 2013  
**Pages:** 69 – 83  
**Volume:** 21 (1) March

12. **Author:** Brynard, D. J.  
**Title:** The right to lawful administrative action: a public administration perspective.  
**Publisher:** *African Journal of Public Affairs*  
**Year published:** 2013  
**Pages:** 80 – 95  
**Volume:** 6 (1) March

### Legislation

*Constitution of the Republic of South Africa, 1996*

*Promotion of Administrative Justice Act, 2000 (Act 3 of 2000)*

**Access other relevant statutes and government documents/reports at webpage:** [www.gov.za](http://www.gov.za)

### Additional sources

You may use additional books and articles which are relevant to the topics covered in this module. Additional sources are **not necessarily** available in the unisa library and are not provided for in the study collection.

#### 4.4 Library services and resources information

For brief information, go to [www.unisa.ac.za/brochures/studies](http://www.unisa.ac.za/brochures/studies)

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – [http://libguides.unisa.ac.za/Research\\_Skills](http://libguides.unisa.ac.za/Research_Skills)
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

## 5 STUDENT SUPPORT SERVICES

This module is taught online – this means that all your study material and learning activities are therefore designed to be online, on *myUnisa*.

### *myUnisa* tools

The purpose of *myUnisa* is to support your learning, more specifically in the online environment. If you make a regular habit of checking your module webpage, you can take full advantage of the following features:

- The **Official study material** tool, where you will find PDF files for your tutorial letters and your study guide, if available. Any other documents provided by your lecturer will be available in the **Additional resources** tool.
- Look in the **Prescribed books** tool to see if there are prescribed texts for this module.
- The **Discussion Forums** tool includes *General subject-related discussions* where you can talk to your fellow students about the course. The lecturers may include other topics and forums for you.
- The **Schedule** tool will show you your official assignment and examination dates.

Other things you might find on your module webpage, include the following:

- **Announcements:** Your lecturer may use the **Announcements** tool to inform you about important course-related issues. When a lecturer puts an announcement on the website, you may also receive an e-mail reminding you to check the website.
- **Learning units:** Valuable information about the structure of the course is added under **Learning units**.
- **Glossary.** For additional support we provide you with a glossary of the key concepts and terms used in this module.
- **FAQs:** Frequently asked questions that relate to the content of the course as well as the scope of the examination, have been added. You will find the frequently asked questions under **FAQs**.
- **Assignments:** Your submitted assignments are routed to your lecturer who will mark it. You may be given a form to fill in or asked to type a document, depending on the assignment.

We hope that you will take full advantage of these additional features to make your studies more exciting and successful.

The following student support services are offered by the University and the Department, respectively.

## 5.1 Tutorials

Unisa offers student support services (tutorials) for students as additional academic support at the various regional learning centres of the University throughout the country, **but not necessarily in all modules**. A tutorial is an organised session where students and tutor(s) meet regularly at a common venue and at scheduled times to discuss course material. Tutorials are not compulsory and willing students receive tutorial support at a nominal fee. Interested students are advised to consult a learning centre closest to them to enrol for tutorials. For further information on tutorials, consult the brochure *myStudies@Unisa*.

### 5.1.1 E-Tutorial offerings

Please be informed that Unisa now also offers online tutorials (e-tutoring) to students registered for modules at NQF level 5, **6** and **7** which means **qualifying** first year, **second year** and third year modules.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will

be your tutorial facilitator. Thereafter you will receive a sms informing you about your group, the name of your e-tutor and instructions on how to log onto MyUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified e-tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional Centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-Tutoring takes place on MyUnisa where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For you to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

## 5.2 Discussion classes, video conferencing and satellite delivery

Discussion classes are NOT held/presented any longer.

## 5.3 Study groups

Many students have found that they benefit immensely from joining a study group that consists of students who are all enrolled for the same module(s). If you would like to find out whether there are other students near you who are also doing this module, please phone the Department of Student Admission and Registration. Alternatively, ask your fellow students to join your group *via* the MyUnisa discussion forum.

## 6 STUDY PLAN

You need roughly between four and eight hours of study time per week for each module.

The table below can be used as a guideline on how to plan your study for PUB3707. We work on the principle that an assignment submitted by post will take 7 working days to reach us. If you submit your assignment online then you could submit it on the closing date, allowing you additional study time.

Semester 1	Semester 2	Possible programme	Tick completed tasks
January – April 2018	July – Sept 2018	Receive study material Read through Tutorial letter 101 Read through Study Guides and activities in Study Guides Prepare Assignment 1 and 2 Visit and use the online <b>Discussion Forums</b> to read the discussions of other students on the topics in the study guides and so that you can share and gain knowledge and skills in this regard	
<b>16 March 2018</b>	<b>16 August 2018</b>	<b>CLOSING DATE TO SUBMIT COMPULSORY ASSIGNMENT 1</b>	

<b>20 April 2018</b>	<b>30 September '18</b>	<b>CLOSING DATE TO SUBMIT COMPULSORY ASSIGNMENT 2</b>	
April - May 2018	Sep-Oct 2018	Follow-up Tutorial letter with Examination guidelines  <b><i>Prepare for Examination</i></b>	
<b>May 2018</b>	<b>October 2018</b>	<b>EXAMINATION</b> (date to be announced)	

## 7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

You may use additional books and articles which are relevant to the topics covered in this module. ADDITIONAL SOURCES ARE NOT NECESSARILY AVAILABLE IN THE UNISA LIBRARY AND ARE NOT PROVIDED FOR IN THE STUDY COLLECTION.

## 8 ASSESSMENT

### 8.1 Assessment criteria

You are required to submit the compulsory assignments for the module PUB3707, namely Assignments 01 and 02. Admission to the examination will be obtained by submitting Assignment 01. Note that admission to the examination will not depend on the marks you obtain for the assignment. Your marks for both Assignments 01 and 02 are used to determine your semester mark.

**Although both Assignments 01 and 02 are compulsory, admission to the examination is based only on the submission of Assignment 1.**

### 8.2 Assessment plan

All assessment activities followed in this module are based on Unisa's assessment policy, which can be accessed on the Unisa website.

#### ***Purpose of assessment***

The purpose of the assessment interventions (assignments and examination) is to determine students' scientific and practical competence.

#### **Assessment method**

The assessment plan is based on two formative assessment interventions, namely one compulsory multiple-choice assignment and one compulsory essay-type assignment, as well as a compulsory summative assessment intervention, namely the examination.

#### ***Reasons for the assessment***

The following are the reasons why these assessment interventions are conducted:

1. To determine whether the learning required for the achievement of specific learning outcomes in the fields of ethics in public administration as well as administrative justice, more particularly within the South African context, has taken place.

2. To collect evidence of learners' acquired knowledge of ethics in public administration as well as administrative justice, in the public service.

3. To reassess learners whose previous attempts were unsuccessful and who resubmit assignments to obtain credits and admission to the examination. Reassessment will only be allowed if time allows for it.

### ***Persons involved in the assessment process***

Three different assessors are involved in the assessment process, namely the learner, the lecturer and the external assessor.

#### **a) Learner**

In the case of the formative interventions the learner has the primary responsibility for the success of the assignments. In other words, the learner is encouraged to become an independent learner and has to check (self-assess) the contents of the assignment before it is submitted for assessment. This is done by comparing it against the criteria of the checklist.

#### **b) Lecturer**

The formative and summative interventions will be assessed by appropriately qualified and trained lecturing staff or marking staff. All the staff members involved in the assessment process have completed the required assessor training successfully. The marking of the assignments is done according to the learning outcomes and assessment criteria set out in the study material.

#### **c) Internal assessor**

The summative intervention will also be assessed by an appropriately qualified academic in the Department of Public Administration and Management.

### ***Assessment time-frame***

All work submitted for formative assessment will be returned within a reasonable time (a maximum turnover time of three weeks after the marking).

### ***Assessment review and quality assurance***

To ensure the quality of the formative and summative interventions, they are benchmarked against the best current quality assurance practices (see the *Academic Quality Framework of the College of Economic and Management Sciences* on the *UNISA website*).

### ***Assessment logistics***

The learner is referred to *myStudies@Unisa* for any other information about assessment related administration, such as agreements concerning learners with special needs (for example, disabled learners).

### ***Assessment instruments***

Assignments 01 and 02 and the examination will be used as the main assessment instruments during semesters 1 and 2.

### **Assignments**

You are required to submit the **compulsory assignments** for the module PUB3707, namely assignments 01 and 02. **Admission to the examination** will be obtained by submitting assignment 01 and the submission will not depend on the marks you obtain for it.

Therefore, please ensure that assignment 01 reaches the University before or on the due date. Late submission of the assignment will result in you not being admitted to the examination. Although you will be admitted to the examination through the submission of assignment 01, your marks for both assignments 01 and 02 will be used to determine your semester mark.

**N.B.:** Assignments may not be submitted by fax or E-mail direct to the lecturer. For detailed information and requirements as far as assignments are concerned, see *mySTUDIES@UNISA*, which you have received with your study package. **No extension** of the due dates can be given by the lecturers for these assignments.

### **How to answer multiple-choice questions**

A multiple-choice question assignment is where you have to choose the most appropriate option from several alternatives that are given in the questions. The multiple choice questions are based on the contents of the study guide.

The preferred method of submitting your multiple-choice question assignment, is **electronic submissions via myUnisa**. To submit an assignment via myUnisa:

- Go to myUnisa at <https://my.unisa.ac.za>.
- Log in with your student number and password.
- Select the module.
- Click on **Assessment Info** in the left-hand menu.
- Click on the assignment number you want to submit.

### **General approach to essay-type questions**

In the examination you are expected to write critical essays on a specified topic. Success in this course therefore largely depends on your ability to present your knowledge of a specific topic in a critical manner in the form of an essay. Your knowledge of a specific topic is tested in essay form precisely to give you the opportunity to state and defend your own standpoint on a topic. When you write an essay in this module you should therefore not merely string together and convey factual information on a topic, but seize the opportunity to persuade the reader (the lecturer) by means of an argument, of your standpoint on it. In a successful essay you will therefore not simply repeat what you know about a specific topic, but use that knowledge to illustrate and substantiate the standpoint you are trying to defend.

We suggest that you divide each essay into three subsections: an introduction, a discussion and a conclusion. In the introduction, you will briefly set out the standpoint you are going to take on the particular topic. In the discussion you will use your knowledge of the topic to support the standpoint you have set out in the introduction. In the conclusion you may refer to some of the implications of the points you have raised in the discussion. These remarks are intended merely as guidelines and should not be regarded as a new blueprint for the writing of essays. The most



important point remains that in the examination you should adopt a critical standpoint towards the material you have studied.

You can only adopt a standpoint of your own once you have mastered the study material. Once you have mastered the study material you can go on to formulate your own critical view of it. As a starting point you may refer to the critical comments in the study material and the tutorial letters. In the end, however, you will also have to adopt a critical stance towards the opinions expressed in the study material. Also bear in mind that most of the ideas you are studying originated as reactions to other ideas. By focusing on these apparent weaknesses you will also be able to assess the merits of the proposed alternatives. This implies that you cannot study the various themes in isolation. As only assignments 01 and 02 are compulsory and you therefore have to do no other compulsory work, you have to accept responsibility for your own success with your studies during the year.

The assignments do not cover all the essential work of the module - it is just a tool to assist you to study the material in good time. Furthermore, doing assignments is not sufficient preparation for the examination. For your own good, and in preparation for the examination, we recommend that over and above the assignments, you should do all the activities properly.

### **Ethical behaviour as a student**

The Department of Public Administration and Management places great emphasis upon integrity and ethical conduct in the preparation of assignments. We believe that an understanding of the vital importance of responsibility and professionalism in this regard is part of what a university education should provide. It is very important to us that all our students know how secondary material should be used and what the scholarly method of presenting and acknowledging references is. If you copy something out of a book or an article or from a web site without acknowledging the source and pass it off as your own, that constitutes plagiarism. Assignments in which plagiarism (the unacknowledged use of secondary material) can be demonstrated will undoubtedly fail and will in all likelihood be given 0%. In effect, you are stealing something that belongs to someone else. If you paraphrase this material (i.e. change the wording slightly) or use a line of argument without acknowledging it, that also constitutes plagiarism and the same severe penalty will apply. If you make yourself guilty of plagiarism it is regarded as a serious form of misconduct. The procedure in the case of a complaint of misconduct is clearly stipulated in the Student Disciplinary Code. For detailed information regarding these procedures, see *Mystudies@UNISA*.

#### **8.2.1 Your 'graduateness' (employability) as student in this Department**

In today's job market public sector employers look for candidates who are in possession of a wide range of skills, attributes, competencies and values to ensure effective service delivery. In this light, it is of vital importance that Public Administration graduates at (UNISA) meet the rapidly changing needs of the South African and global job market. This implies that we should produce more than employable graduates. Actually, we should contribute to an active and critical citizenry who can participate politically, economically and socially. Against this background, the Department of Public Administration and Management endeavours to ensure that our graduates acquire:

- A commitment to continual self-improvement and lifelong learning.
- The ability to employ skills necessary for creating and using employment opportunities.
- An appreciation of and respect for the value of cultural, religious, aesthetic and linguistic diversity.
- The ability to contribute to economic, intellectual, cultural and scientific life.

- An appropriate sense of responsibility for, and stewardship of the environment.
- An ability to use appropriate and sustainable technologies.
- The appreciation of the world as a set of related systems, more particularly the African continent.
- Scarce skills, generic skills and specialised skills in the management of public affairs to be immediately effective in the public sector workplace (graduateness).

In our endeavour to attain the above objectives and as part of our quality assurance systems, we would be grateful if you could complete the questions in the box below. Your response(s) will provide us with important feedback regarding the skills and attributes of our graduates and will be invaluable for future planning of programmes at the Department of Public Administration and Management, **more particularly for the module Ethics in public administration and administrative justice**. We are determined as far as possible to help our graduates in acquiring skills that are valued by public sector employers. Your response(s) are important to us. Results will be presented in summary format and therefore individual responses will be strictly confidential.

- Which competencies, areas of knowledge, skills and attributes did you need to complete the assignments? Refer to the graduateness skills and attributes you developed by completing these assignments.
- Did completing these assignments and consulting the relevant sources improve your competence? Name a few competencies that you think should be developed further to enhance your graduateness and employability.
- Did the assignment topics add value to the application of your knowledge and skills in the public sector workplace?
- Do the assessment criteria (see above) provide you with an adequate framework in which to evaluate your performance in your assignment? If not, what other criteria and guidance should be added?
- What aspects of the module, study material and your learning experience would you like to improve? How?
- Do the assignment topics reflect the learning outcomes and assessment criteria?
- Do you feel that you have personally developed as a result of this reflection (completing these self-evaluation questions)? Please elaborate.

Please return the (voluntary) completed questions to the following address:

Prof DJ Brynard / Prof M van Heerden  
 Department of Public Administration and Management  
 PO Box 392  
 UNISA  
 0003

**IMPORTANT: DO NOT SEND TOGETHER WITH YOUR ASSIGNMENT**

### **8.3 Assignment numbers**

Important information about assignment numbers and the due dates for the assignments is provided in this section.

#### **8.3.1 General assignment numbers**

The **TWO compulsory** assignments for this module contribute to your semester mark.

ASSIGNMENTS	SEMESTER 1	SEMESTER 2
General assignment numbers	Assignment <b>01</b> (Compulsory)	Assignment <b>01</b> (Compulsory)
	Assignment <b>02</b> (Compulsory)	Assignment <b>02</b> (Compulsory)

### 8.3.2 Unique assignment numbers

The following table contains the unique assignment numbers:

ASSIGNMENTS	SEMESTER 1	SEMESTER 2
Unique assignment numbers	Assignment 01: 827192	Assignment 01: 650551
	Assignment 02: 762321	Assignment 02: 642593

### 8.4 Assignment due dates

The following table contains important information about the due dates for the assignments:

ASSIGNMENTS	SEMESTER 1	SEMESTER 2
Due dates for assignments	Assignment 01: 16 March 2018	Assignment 01: 16 August 2018
	Assignment 02: 20 April 2018	Assignment 02: 30 September 2018

### 8.5 Submission of assignments

- 1) Please keep to the due dates. **Assignments which are received after their due dates will not count for your semester mark/examination admission.** It remains your responsibility to see to it that your assignment reaches the University in time. If you think that your assignment might get lost in the mail, you are advised to keep a duplicate.
- 2) Please remember to give the assignment the same number as the number allocated to it in this tutorial letter. State the module code and the assignment number when you enquire about an assignment.

Consult the *Studies @ Unisa* brochure when you answer multiple-choice assignments. Also consult the brochure for an example of how a computer mark-reading sheet should be filled in.

To submit an assignment **via myUnisa**:

- Go to myUnisa at <https://my.unisa.ac.za>
- Log in with your student number and password.
- Select the module.
- Click on assignments in the left-hand menu.
- Click on the assignment number you want to submit.
- Follow the instructions on the screen.

## 8.6 The assignments

There are **TWO compulsory** assignments for this module.

**Please remember that you must submit assignment 1 or 2 if you wish to gain entry to the examination!** Each assignment contributes 50% to your semester mark.

## QUESTIONS FOR SEMESTER 1, ASSIGNMENT 01 (COMPULSORY)

### ASSIGNMENT 01: MULTIPLE-CHOICE QUESTIONS (COMPULSORY)

#### FIRST-SEMESTER STUDENTS ONLY

Unique assignment number : 827192

Date of submission : 16 March 2018

For each of the following questions, select the most appropriate alternative as indicated at that question. Mark the CORRECT answer (1, 2, 3 or 4) on the mark-reading sheet.

To answer the questions you should consult all study units of the study guide and the prescribed book.

#### Study guide 1

1. Select the incorrect alternative. Quiet corruption in the health sector could manifest in [See article in E-reserves titled “*Silent and Lethal: How Quiet Corruption Undermines Africa’s Development Efforts: World Bank*”]:

- (1) Absenteeism in public health facilities.
- (2) Health workers generating revenue through farming activities.
- (3) Leakage of medicines from public health facilities.

- (4) Weak regulation of the production and distribution of medicine.
- (5) None of the above.

2. Select the correct alternative. When public officials uncritically execute state edicts that amount to injustice to society (similarly to the unquestioning obedience to authority as revealed during the Truth and Reconciliation Commission hearings in the early 1990's by the former police officer, Colonel Eugene de Kock), the prevailing public service ethics could be typified as:

- (1) Modernism.
- (2) Post-modernism.
- (3) Sociological Pluralism.
- (4) Anthropological Pluralism.

3. Select the correct alternative to fill the blank space in the sentence. "The state is the protector of the rights and ... of all members of society."

- (1) obligations
- (2) life
- (3) welfare
- (4) property

4. According to Rose Ackerman (1999:91) "Corruption is the misuse of ...". Select the correct alternative to complete the sentence.

- (1) private wealth for public grants.
- (2) private enterprises for public institutions.
- (3) public power for private gain.
- (4) private resources for private gain.

5. Select the incorrect alternative from the following options. Loxton divides state functions into 3 main categories.

- (1) Protective and coercive line functions.
- (2) Business development line functions.
- (3) Promotive and developmental line functions.
- (4) Enabling and facilitative staff functions.

6. Select the incorrect alternative. According to Clapper, to maintain public service integrity, a high incidence of congruity should exist between ...

- (1) personal ethics.
- (2) treasury policy frameworks.
- (3) public service codes of conduct.
- (4) professional ethics.

7. Select the incorrect alternative. In the relationship with the political principal (office-bearer), the public administrator should:

- (1) Not seek personal publicity.
- (2) Get involved in party political skirmishes.
- (3) Not make statements which may distract from political standing and policies of

the principal.

- (4) Project as accurately as possible his or her role as a professional administrator.

8. Select the correct alternative. The literature suggests that the concept of ministerial responsibility could mean, inter alia, that ...

- (1) a minister must answer questions and give explanations in Parliament on a given subject relating to his or her portfolio.
- (2) a minister is obligated to resign if he or she, or a civil servant in his or her department, has made a serious error in judgment.
- (3) if the minister lies to or knowingly misleads Parliament, he or she should resign.
- (4) the minister must keep parliament abreast of developments in his or her portfolio and inform parliament of any serious problems in the department.
- (5) All of the above.

9. Select the incorrect approach. A compliance based approach to managing ethics could lead to ...

- (1) a proliferation of ethical rules and guidelines.
- (2) an increased measure of discretion for employees.
- (3) the disempowering of employees from using their own discretion.
- (4) employees that merely rely on existing rules for moral guidelines.

10. Select the incorrect alternative. The White Paper on Transforming Public Service Delivery, 1997 identifies the following normative guidelines for public service delivery:

- (1) Providing more and better information.
- (2) Providing low cost houses for all.
- (3) Increasing openness and transparency.
- (4) Getting the best possible value for money.
- (5) Remedying mistakes and failures.

## **Study guide 2**

11. Select the most applicable option to complete the following sentence: "The aim of a Bill of Rights is to promote a culture of ... "

- (1) enforcing the rights of certain population groups.
- (2) respect for human rights.
- (3) limiting the obligations of poor people.
- (4) majority rule.

12. Choose the most applicable option. It is a constitutional imperative that everyone whose rights have been adversely affected by administrative action has the right to be given written reasons. What is the main purpose of this requirement as expressed in the 1996 Constitution?

- (1) To create a smokescreen to conceal the real reasons motivating public officials to take specific decisions.
- (2) To prevent negative speculation among members of the public about the real reasons behind decision-making.

- (3) To ensure administrative transparency, openness, accessibility and accountability in public administration.
- (4) To help the public officials understand why certain decisions have been taken by their colleagues.

13. Select the most applicable option to complete the sentence. “When dealing with administrative justice, justice means fairness and respect ...”

- (1) towards public officials.
- (2) when the rights of individuals are excluded.
- (3) for the rights of others.
- (4) for the manner in which officials fulfil their tasks.

14. The “trias politica” principle refers to the threefold separation of state authority. Which one of the following refers to the correct separation of such authority?

- (1) Into the higher, regional and lower courts.
- (2) Into parliament, the cabinet and ministries.
- (3) Into national, provincial and local.
- (4) Into legislative, judicial and executive.

15. Which one of the following factors did not give rise to the emergence and continued existence of the administrative state?

- (1) Provincial borders.
- (2) Complexity of society.
- (3) Indigenous circumstances.
- (4) Population growth.

16. Select the most applicable option to complete the sentence. “An ombudsman can launch an inquiry ...”

- (1) only when an official complaint has been lodged with the office.
- (2) on his/her own initiative without receiving a complaint in the prescribed way.
- (3) only when a Member of Parliament refers a complaint to the office.
- (4) in a way which is reactive like the courts of law.

17. Select the most applicable option to complete the following sentence. “The Public Protector mostly prefers an informal investigative method because ...”

- (1) it allows the office free and full access to information required for an investigation.
- (2) it allows investigations to be conducted on a basis that may be described as rapid, smooth and nonadversarial.
- (3) it allows for an adversarial method of investigation where witnesses can be cross-examined.
- (4) it allows for recommendations to be made for the improvement and rectification of administrative practices.

18. Select the incorrect option to complete the following sentence. “The Public Protector has the authority to ...”

- (1) investigate court decisions.
- (2) take appropriate remedial action.
- (3) report on the findings of his/her investigations.
- (4) be accessible to all persons and communities.

19. Select the most applicable option to complete the following sentence. "The first ombudsman-type institution to be established in South Africa was known as the ... "

- (1) Public Protector.
- (2) Attorney-General.
- (3) Auditor-General.
- (4) Advocate-General.

20. Select the most applicable option to complete the following sentence. "The establishment of the first ombudsman-type institution in South Africa became a reality on ... "

- (1) 27 April 1994 with the introduction of the democratic constitutional dispensation in South Africa.
- (2) 22 November 1991.
- (3) 23 March 1973.
- (4) 18 July 1979.

**THIS IS THE END OF ASSIGNMENT 01 FOR SEMESTER 1.**

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**QUESTION FOR SEMESTER 1, ASSIGNMENT 02 (COMPULSORY)**

**ASSIGNMENT 02: ESSAY-TYPE QUESTION  
(COMPULSORY)**

**FIRST-SEMESTER STUDENTS ONLY**

**Unique assignment number : 762321**

**Date of submission : 20 April 2018**

This assignment consists of an essay-type question. The answer to the assignment will be provided in Tutorial Letter PUB3707/201/3/2018. The tutorial letter will be dispatched to you after the due date of assignment 2.



## GUIDELINES TO ANSWER THE QUESTIONS

**IMPORTANT:** IN THE EXAMINATION YOU ARE EXPECTED TO WRITE CRITICAL ESSAYS ON SPECIFIED TOPICS – THEREFORE YOU SHOULD USE THIS OPPORTUNITY TO PRACTICE ANSWERING A QUESTION IN SUCH A MANNER.

You should answer each question as comprehensively as possible without deviating from the essence of the question. When you evaluate your answer, ascertain whether you have covered all relevant aspects of the matter.

**You are not required to include a title page, table of contents, introduction, headings, conclusion and a list of sources when answering the essay-type assignment question.**

Make sure the grammar, expression and general use of the English language are correct. Remember that poor grammar, expression and presentation can affect the way your work is perceived by the lecturer.

**DO NOT merely copy the contents of the study guide.**

**The length of the assignment is restricted to a maximum of 3 handwritten or 2 typed pages (1½ spacing).**

## QUESTION

Write a short essay on “Ethical guidelines for public officials”. **Total [25]**

### SOURCES FOR ASSIGNMENT

Study guide 1 for PUB3707, 2017: *Ethics in public administration and administrative justice*, Unisa, study unit 5.

Wessels, J.S. 2013. The Ethics of Transformation and a Representative Public Service. In: Wessels, J.S., Pauw, J.C. & Thani, X.C. (Eds.) 2014. *Reflective Public Administration: Ethics*. Pretoria: Unisa Press.

Depending on the abovementioned sources, you are also welcome to consult additional sources that are relevant to the theme covered in this assignment.

**THIS IS THE END OF ASSIGNMENT 02 FOR SEMESTER 1.**

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## QUESTIONS FOR SEMESTER 2, ASSIGNMENT 01 (COMPULSORY)

### ASSIGNMENT 01: MULTIPLE-CHOICE QUESTIONS (COMPULSORY)

#### SECOND-SEMESTER STUDENTS ONLY

Unique assignment number : 650551  
Date of submission : 16 August 2018

For each of the following questions, select the most appropriate alternative as indicated at that question. Mark the CORRECT answer (1, 2, 3 or 4) on the mark-reading sheet

#### Study guide 1

1. Select the incorrect alternative. In the health sector quiet corruption could manifest in: [See article in *E-reserves* titled “*Silent and Lethal: How Quiet Corruption Undermines Africa’s Development Efforts: World Bank*”]:
  - (1) Absenteeism in public health facilities.
  - (2) Health workers generating revenue through farming activities.
  - (3) Leakage of medicines from public health facilities.
  - (4) Weak regulation of the production and distribution of medicine.
  - (5) None of the above.
  
2. Select the incorrect approach. A compliance based approach to managing ethics could lead to:
  - (1) An increased measure of discretion for employees.
  - (2) Employees that merely rely on existing rules for moral guidelines.
  - (3) A proliferation of ethical rules and guidelines.
  - (4) The disempowering of employees from using their own discretion.
  
3. Select the incorrect alternative. In the relationship with the political principal (office-bearer), the public administrator should:
  - (1) Get involved in party political skirmishes.
  - (2) Not make statements which may distract from political standing and policies of the principal.
  - (3) Not seek personal publicity.
  - (4) Project as accurately as possible his or her role as a professional administrator.
  
4. Choose the correct alternative to complete the following sentence. “Public officials are placed in a position of ... “
  - (1) security.
  - (2) trust.

- (3) service.  
(4) public order.
5. Choose the correct alternative to complete the following sentence. "Hinde: In public administration, the concept "morality" concerns the distinction between ... "
- (1) finances and investment.  
(2) promotions and appointments.  
(3) merit and political appointments.  
(4) good and evil.
6. Select the correct alternative. In the education environment quiet corruption could take the form of:
- (1) Teachers are absent from their duties.  
(2) Teachers expend a low effort in teaching scholars.  
(3) Leakage of instructional resources such as public funds for renovation.  
(4) The absence of regular inspection in class rooms.  
(5) All of the above are correct.
7. Select the incorrect alternative. In the twenty-first century, public service ethics is characterised by a sense of postmodernism with its emphasis on:
- (1) The encouragement of the exercise of personal morality.  
(2) A constant redefinition of the public interest.  
(3) The ruling elite as determinants of what is ethical.  
(4) Ethics based on sociological pluralism.  
(5) The encouragement of the exercise of personal discretion.
8. Select the incorrect alternative. For a budget to be ethical, it must be rational. Rational budgeting must take into account the following principles of allocation analysis:
- (1) Exclusivity of division.  
(2) Integrity of the budget.  
(3) Non-exclusivity of purpose.  
(4) Commensurability of Allocations.  
(5) None of the above.
9. Select the incorrect alternative. An integrity based approach to managing ethics is concerned with:
- (1) Obtaining the commitment of individual members to a set of shared institutional values.  
(2) Externally enforcing ethical standards upon employees.  
(3) Relying on employee discretion to act in a morally defensible way.  
(4) Relying on employee discretion to act in accordance with the institution's values.
10. Select the correct alternative. In terms of Kohlberg's theory of moral development, the individuals in the post conventional stage are motivated by:
- (1) The need to avoid punishment.

- (2) A rational belief in the validity of universal principles.
- (3) Their own interests and needs.
- (4) The need to be a good person and achieve other's approval.
- (5) A need to keep the group going and avoid systems breakdown.

## **Study guide 2**

11. Select the **most applicable option** to complete the following sentence. "The obligation of procedurally fair administrative action implies that justice not only be done ..."
- (1) but that the particular circumstances determine the procedures to be followed.
  - (2) but that the rules of natural justice be followed.
  - (3) but that it also be visible and be seen to be done.
  - (4) but that the correct procedures be followed.
12. Select the **most applicable option** to fill the blank space in the sentence. "The word 'reasonableness' refers to ... and not merely to the issue of whether the correct procedure has been followed".
- (1) the reasonableness of the decision
  - (2) the justification of administrative action
  - (3) whether the decision is reasonable in the circumstances
  - (4) the soundness of the process of administrative decision-making
13. Your study guide for this module poses the question: "How do the officials feel about the obligation to supply reasons?" **Which answer** is given to this question?
- (1) The feeling is that officials are willing to give reasons on request.
  - (2) The general perception is that officials are reluctant to give reasons on request.
  - (3) Officials are not used to give reasons.
  - (4) Officials do not actually know how to give reasons.
14. The PAJA separates the elements of procedural fairness affecting individual persons into the following categories: **Which category** does not fit in?
- (1) A case specific duty of procedural fairness.
  - (2) A set of discretionary elements of procedural fairness.
  - (3) Procedural fairness as a fair, but different, procedure.
  - (4) A set of voluntary elements of procedural fairness.
15. Select the **most applicable option** to fill the blank space in the sentence. "The public official may also follow a fair, but different, procedure to allow ... and some degree of flexibility".
- (1) for a different procedure which is still rational
  - (2) for an empowering provision which authorises the public official to follow a different procedure
  - (3) for a different procedure which is still fair
  - (4) for a deviation from the compulsory procedures for fairness
16. Select the **most applicable option** to complete the sentence. "Restrained discretion that should be exercised within the bounds of the prescribed legislation is called ..."

- (1) fettered discretion.
  - (2) administrative adjudication.
  - (3) free discretion.
  - (4) unfettered discretion.
17. Select the **most applicable option** to complete the sentence. "When the authority is granted in such a way that a public official, by applying his/her own judgment, is able to take a meaningful and lawful decision we refer to ... "
- (1) administrative justice.
  - (2) the administrative state.
  - (3) justice in public administration.
  - (4) administrative discretion.
18. Select the **most applicable option** to complete the sentence. "As a result of the existence of phenomena like the administrative state there is an increasing transfer of legislative and judicial authority to executive institutions which necessarily leads to ..."
- (1) better judicial decisions being made by our courts.
  - (2) a lesser amount of administrative discretion.
  - (3) better laws being promulgated.
  - (4) an increasing amount of administrative discretion.
19. Select the **incorrect option**. The extent to which South Africa complies with the four assumptions of the theory of the separation of powers can be explained as follows:
- (1) The fourth assumption of checks and balances has particular relevance in South Africa because we follow a constitutional system which is similar to the constitutional system used in the United States of America.
  - (2) The third assumption is being departed from because of the increasing importance of the executive authority versus the other two components of state authority.
  - (3) The second assumption finds only partial expression as members of the executive authority are permitted to be members of the legislative authority.
  - (4) The first assumption of a threefold division of state authority into legislative, executive and judicial components, does find expression.
20. Select the **incorrect option**. The theory of the separation of powers implies the following four assumptions:
- (1) The principle of checks and balances.
  - (2) A separation of functions.
  - (3) A separation of staff.
  - (4) A separation of state authority into three components, namely the legislative, administrative and executive components.

**THIS IS THE END OF ASSIGNMENT 01 FOR SEMESTER 2.**

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## QUESTION FOR SEMESTER 2, ASSIGNMENT 02 (COMPULSORY)

### ASSIGNMENT 02: ESSAY-TYPE QUESTION (COMPULSORY)

#### SECOND-SEMESTER STUDENTS ONLY

**Unique assignment number : 642593**

**Date of submission : 30 August 2018**

This assignment consists of an essay-type question. The answer to the assignment will be provided in Tutorial Letter PUB3707/201/3/2018. The tutorial letter will be dispatched to you after the due date of assignment 2.

#### GUIDELINES TO ANSWER THE QUESTIONS

**IMPORTANT:** IN THE EXAMINATION YOU ARE EXPECTED TO WRITE CRITICAL ESSAYS ON SPECIFIED TOPICS – THEREFORE YOU SHOULD USE THIS OPPORTUNITY TO PRACTICE ANSWERING A QUESTION IN SUCH A MANNER.

You should answer each question as comprehensively as possible without deviating from the essence of the question. When you evaluate your answer, ascertain whether you have covered all relevant aspects of the matter.

**You are not required to include a title page, table of contents, introduction, headings, conclusion and a list of sources when answering the essay-type assignment question.**

Make sure the grammar, expression and general use of the English language are correct. Remember that poor grammar, expression and presentation can affect the way your work is perceived by the lecturer.

**DO NOT merely copy the contents of the study guide.**

**The length of the assignment is restricted to a maximum of 3 handwritten or 2 typed pages (1½ spacing).**

#### QUESTION

Write a short essay on “administrative justice and the relevance for public administration”.

**Total [25]**

## SOURCES FOR ASSIGNMENT

Study guide 2 for PUB3707, 2017: *Ethics in public administration and administrative justice*, Unisa, study unit 1.

## ADDITIONAL SOURCES

1. Burns, Y. 2003. *Administrative law under the 1996 Constitution*. Second Edition, Durban: Butterworths.
2. Corder, H. & Van der Vijver, L. (eds). 2002. *Realising administrative justice*. Cape Town: Siber Ink.
3. Currie, I. & Klaaren, J. 2001. *The promotion of administrative justice act benchbook*. Cape Town: Siber Ink.
4. Currie, I. & Klaaren, J. 2002. *The promotion of access to information act commentary*. Cape Town: Siber Ink.
5. Devenish, G.E. 1999. *A commentary on the South African Bill of Rights*. Durban: Butterworths.
6. Roux, N.L., Brynard, P.A., Botes, P.S. & Fourie, D.J. 1997. *Critical issues in public management and administration in South Africa*. Pretoria: Kagiso.

Depending on the abovementioned sources, you are also welcome to consult additional sources that are relevant to the theme covered in this assignment.

## THIS IS THE END OF ASSIGNMENT 02 FOR SEMESTER 2.

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### 8.7 Other assessment methods

Not applicable.

### 8.8 The examination

This module is offered on a semester basis, which means that there are two registrations each year. First semester registration, will write the examination in May/June 2018, while the supplementary examination (if applicable to you) will be written in October/November 2018. Second semester registration, will write the examination in October/November 2018, while the supplementary examination will be written in May/June 2019.

During the year, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

#### 8.8.1 Admission to the examination

**NB: You have to submit any one of the two Assignments before their due dates to gain admission to the examination.**

Your semester mark, based on the mark obtained for the TWO compulsory assignments 1 and 2, contributes 20% towards your final mark, while your examination mark contributes 80%.

The combined weighted average of your semester mark and examination mark must be 50% or higher for you to pass the module. However, you must obtain a minimum of 40% in the examination, regardless of your semester mark. If you obtain less than 40% in the examination your semester mark will not be taken into account and you will fail.

**Example:**

Semester mark calculation:

50% of assignment 1 plus 50% of assignment 2 = semester mark, for example:

Mark obtained for assignment 1: 70% [50% of 70% = 35]

Mark obtained for assignment 2: 60% [50% of 60% = 30]

By adding the totals of the above calculations the semester mark is determined.

In this instance,  $35 + 30 = 65\%$ .

Final mark calculation:

20% of semester mark plus 80% of examination mark = final mark, for example:

Semester mark: 65% [20% of 65% = 13]

Examination mark: 60% [80% of 60% = 48]

By adding the totals of the above calculations the final mark is determined.

In this instance,  $13 + 48 = 61\%$ .

### 8.8.2 Format of the examination paper

**NOTE:** The subminimum to pass a module is 40% (ie your examination mark must be at least 40%). To pass a module, the final mark must at least be 50%.

The **format** of the question paper will consist of essay-type questions. Section A of the paper will cover the content of Study Guide 1 and Section B will cover the content of Study Guide 2.

The self-evaluation questions indicated at the end of every study unit of your study guide serve as examples of the type of questions that could be asked in the examination. A more pertinent indication of possible examination questions will be presented in the comments tutorial letter which you will receive together with your marked optional assignment at the end of March or August.

We would like to urge you to study with understanding and insight and not to merely memorise answers to questions.

Please bear in mind that some of the questions will not be asked exactly in the same way as it appears at the end of each theme/study unit.

Owing to time limitations in the examinations, only sections of certain questions could be asked, while in other instances questions may be combined. For this reason some



questions may consist of more than one section. Questions will be asked from all the themes although not necessarily from each study unit.

## 9 FREQUENTLY ASKED QUESTIONS

We receive many enquiries from students who ask the same questions over and over. We have, therefore, decided to include these frequently asked questions in this tutorial letter.

(1) *I have not yet received my study material or misplaced it. Could you please mail or fax me a copy?*

No, unfortunately the study material is kept in a different department (namely Despatch). Please consult the brochure *myStudies@Unisa*. Contact the Despatch Department and ask whether the specific item has been despatched. If it has been despatched and you have not received it after a reasonable period of time, ask for another copy to be despatched to you. Please do not contact your lecturer about despatch matters.

Please take note that you can also find your study material in electronic format on *myUnisa*.

(2) *I would like to do some additional excercises. Could you provide me with tutorial letters from previous years?*

Due to limited storage space at the University, tutorial letters from previous years are NOT kept and/or made available to students.

(3) *What do I do if I experience problems with the content of the study material?*

Contact your tutor or the lecturer who is responsible for the module. Please do not hesitate to contact us. You can phone us during official office hours (not evenings), make an appointment to come and see us personally, write a letter or send an e-mail.

(4) *My assignment is late because ... . Can I submit it at a later date?*

It is your responsibility to ensure that your assignment reaches Unisa's main campus on/or before its due date. Multiple-choice assignments are marked by a mark-reading device on a fixed date specified in advance in the planning schedule of the Assignments Section. Hence, multiple-choice assignments that are submitted after their due dates will not be marked.

(5) *Can you demarcate the work (give me "tips") for me for the examination?*

No demarcation is provided to students. All the examination questions will come from the study guide.

## 10 SOURCES CONSULTED

In terms of the Copyright Act 98 of 1978, no part of your study material may be reproduced, stored in a retrieval system or transmitted in any form or by any means electronic; mechanical; through photocopying, recording or otherwise; published; redistributed; screened or used in any form without prior written permission from Unisa. Where materials have been used from other sources, permission must be obtained from the original source.

**WARNING! PLAGIARISM IS A CRIME AND YOU SHOULD REFRAIN FROM THIS PRACTICE.**

Plagiarism is the act of taking the words, ideas and thoughts of others and passing them off as your own. It is a form of theft which involves a number of dishonest academic activities.

## **11 IN CLOSING**

Since you have chosen to enrol for this module, you owe it to yourself to strive to do your best. This tutorial letter provides you with the relevant information on which your success depends. Please make sure that you know what is required of you.

**We wish you all the success in your studies and all the best in your studies next year.**

Your Lecturers

Prof M Van Heerden and Prof DJ Brynard

## **12 ADDENDUM**

Not applicable.