

School of Government

MAPP 525
POLICY ANALYSIS AND ADVISING
(15 Points)

Trimester 1 / 2013

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	Professor Claudia Scott Room RH 805, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5377 Email: claudia.scott@vuw.ac.nz
Administrator:	Darren Morgan Room RH 821, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: darren.morgan@vuw.ac.nz
School Office Hours:	8.30am to 5.00pm, Monday to Friday

Trimester Dates

Tuesday 26 February – Thursday 27 June 2013

Withdrawal from Course

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

1. Your fees will be refunded if you withdraw from this course on or before **Friday 8 March 2013**.
2. The standard last date for withdrawal from this course is **Friday 17 May 2013**. After this date, students forced to withdraw by circumstances beyond their control must apply for

permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks.

Class Times and Room Numbers

Module One:	Tuesday 26 February 2013	8.30am – 6.00pm
Module Two:	Tuesday 23 April 2013	8.30am – 6.00pm
Module Three:	Tuesday 11 June 2013	8.30am – 6.00pm

Attendance is required at all three modular teaching days

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

Course Content

New Zealand’s democratic Westminster traditions require public sector advisers to balance out the dual roles of implementing the decisions of politicians, while also providing them with analytically sound and professional policy advice which is free and frank. Advisers need to add value to decision-makers by bringing evidence-based perspectives to bear on issues, while having regard for a government’s policy preferences, existing policy commitments and international best practice.

The course provides an overview of policy analysis and advising as activities in the New Zealand context, as well as internationally. It reviews the academic and practitioner literatures and various policy analysis frameworks which underpin quality policy analysis and advice. Attention is given to the positioning and comparative advantage which public sector analysts and advisers can bring to their role. The course addresses the challenges faced by governments to build policy capability – including strategies for enhancing the knowledge, skills and competencies and attitudes of policy analysts and advisers and the wider policy system.

Module 1: Tuesday 26 February 2013

1. Introduction to Policy Analysis and Advising

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 1 “All About Policy” in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.

Recommended Reading:

- Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway (skim).
- Althaus, C., Bridgman P., and Davis G. (2007) ‘The Policy Cycle’, in *The Australian Policy Handbook* (4th edn), Crows Nest: Allen & Unwin, p. 32-42.
- Weimer, D. and A. Vining (2004) *Policy Analysis: Concepts and Practice*, Chapter 2.

2. The Policy Context and Environment

Required Reading:

- Scott, C. and K. Baehler (2010) Chapter 2 “Understanding Policy Systems and Environments” in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.
- NZ Review of Expenditure on Policy Advice (skim).

Recommended Reading:

- Mayer, I., C. E. van Daalen and P. Bots (2004) “Perspectives on Policy Analyses: A Framework for Understanding and Design,” *Journal of Technology, Policy and Management*, 4(2): pp. 169 – 191.
- Rhodes, R., Wanna, J. and Weller, P. (2008) “Reinventing Westminster: How public executives reframe their world”, *Policy & Politics* 35.4: 461-79.

3. Linking Policy Problems and Solutions

Required Reading:

- APSC (2007) *Tackling Wicked Problems: A Public Policy Perspective*, pp. 1-15 and 23-38.
- Baehler, K. (2002) “Intervention Logic,” *Public Sector*, 25(3): 14 – 2.

Case Study: the Towering Dilemma
IAP2 Public Participation Spectrum

Recommended Reading:

- Huxham, C (2003) ‘Theorizing Collaboration Practice,’ *Public Management Review* 5(3), pp. 401-423.

4. Policy Frameworks and the Role of Government

Required Reading:

- Scott, C. and K. Baehler (2010) Chapter 3 ‘Fundamentals’ pp. 87-138 in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.
- Te Puni Kokiri’s Maori Potential and Treaty Frameworks.
- NZAid Gender Analysis Guidelines
- Woolcock, M. (2001) “The Place of Social Capital in Understanding Social and Economic Outcomes”, *Canadian Journal of Policy Research* 2.1: 11-17.

Module 2: Tuesday 23 April 2013

5. Designing Policy Options, Criteria and the Outcomes Matrix

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 4 “Putting the Fundamentals into Play” pp. 140-165, *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.

Recommended Reading:

- Ledbury, M. et al (2006) *Understanding Policy Options*, London, Home Office.
- Birkland, T. (2001) ‘Policy Design and Policy Tools’.

6. Quality and Capability

Required Reading:

- Scott, C (2008) “Enhancing the Quality and Capability in the Public Sector Advisory System” Institute of Policy Studies Futuremakers Lecture Series, Wellington, September.

7. Crafting’ Policy Analysis and Advice

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 5 “Crafting”, in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.

8. Building Policy Organisations and Policy Leadership

Required Reading:

- ANZSOG Case Study: Ministry for the Environment (MfE): Sharpening the Policy Focus.

Module 3: Tuesday 11 June 2013

9. Policy Implementation

Required Reading:

- Hill, M. and P. Hupe (2004). *Implementing Public Policy*. “The State of the Art”, pp. 116-137, Sage Publications.

10. Policy Evaluation

Required Reading:

- Paul Duignan “Approaches and terminology in programme and policy evaluation” in N. Lunt, C. Davidson and K. McKegg. (2003). *Evaluating Policy and Practice – A New Zealand Reader*, pp. 77-90.

11. Building Policy Capability and Performance

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 6 “Improving the Performance of the Policy Advisory system”, in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.

Recommended Reading:

- Advisory Group on Reform of Australian Government Administration (AGRAGA) (2010) *Ahead of the Game: Advisory Group on the Reform of Australian Government Administration*, Canberra: Commonwealth of Australia. See www.dpmc.gov.au/publications/aga_reform/aga_reform_blueprint/index.cfm

12. Reflections on Policy Practice (group discussion)

Course Learning Objectives

This course examines critically how policy analysts apply different methods, theories, and substantive knowledge to problems and opportunities, and support economic, social, environmental and cultural outcomes in different contexts. The course considers the role of analysts and advisers and the value they create by providing information and analysis to support policy understanding and decision-making.

By the end of the course, participants will:

- (1) Understand the various ways policy analysts frame their tasks, the main characteristics of their practices, and various standards of 'good' practice;
- (2) Appreciate the importance of undertaking policy analysis tasks holistically, drawing on a variety of theories and methods, and designing practices to suit specific contexts; and
- (3) Demonstrate skills in analytic reasoning and communication.

Course Delivery

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

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course.

Readings

The textbook for this course is **Scott, C. and K. Baehler (2010), *Adding Value to Policy Analysis and Advice*, Sydney, University of New South Wales Press**. The book can be purchased at or ordered through VicBooks, the university bookshop (www.vicbooks.co.nz). Apart from the textbook, required and recommended readings will be posted on Blackboard.

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

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .

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

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

Assessment

Each module will be followed by an assignment as outlined in the table below:

Assignment	Weight	Due Date	Maximum word length
1) Essay	30%	Monday 18 March 2013	1,500 words
2) Policy Report	40%	Monday 20 May 2013	2,500 words
3) Reflections	30%	Thursday 27 June 2013	1,500 words

At the margin, consideration will be given to your contribution to class discussion and activities. Assignments for the course will be posted on Blackboard and discussed at the first module. Assignment 1 will be based on the topics and readings for Module 1. Assignment 2 will be based on the topics covered in Modules 1 and 2, including independent work on a specific policy topic. Assignment 3 will require participants to select up to four policy-related topics and to prepare some reflections which draw on theory and practice as it connects to personal and professional experiences of the policy system.

There is no final exam for this course.

General Notes for Assignments

Note that ALL assignments are to be submitted to sog-assignments@vuw.ac.nz by email attachment. **The word count must be noted on the cover sheet.** Word limits may not be exceeded, but do not include references. Extension may only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student's control.

Students should keep a copy of all submitted work.

Penalties

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

If ill-health, family bereavement or other personal circumstances beyond your control prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Mandatory Course Requirements

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

Communication of Additional Information

Additional information will be conveyed to students via email and Blackboard. The Course Coordinator is available to students by email, telephone and to meet by appointment.

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

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

School of Government Service Standards

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

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time –

www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf).

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

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

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

Standards relating to availability of course materials:

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

Standards relating to attendance:

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

Variations to the assessment details provided in the course outline:

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

Standards relating to assignments – turnaround and feedback:

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

Academic Integrity, Plagiarism, and the use of Turnitin

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

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

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

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

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website (www.victoria.ac.nz/home/about/policy/students.aspx). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

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

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

If in doubt, seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

Link to General Information

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

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
