Victoria University of Wellington

**Victoria**
UNIVERSITY OF WELLINGTON
*Te Whare Wānanga*
*o te Ūpoko o te Ika a Māui*

**SCHOOL OF**
**GOVERNMENT**
*Te Kura Kāwanatanga*

**MASTER OF PUBLIC MANAGEMENT /**
**PUBLIC POLICY PROGRAMMES**

**MMPM 527 / MAPP 554**

**MONITORING AND EVALUATION**

**(Second Trimester Course – 15 points)**

**2005 COURSE OUTLINE**

| | |
|---|---|
| **Co-ordinator:** | **Kate McKegg** |
| | P.O. Box 68 |
| | Te Awamutu |
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|---|---|
| **Administrator:** | **Darren Morgan** |
| | Room RH 802, Rutherford House, Pipitea Campus |
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## Module Dates, Times and Locations

| | | |
|---|---|---|
| Module Four: | Friday 26 August 2005 | 8.30am – 6.00pm |
| Module Five: | Friday 14 October 2005 | 8.30am – 6.00pm |
| Module Six: | Friday 18 November 2005 | 8.30am – 6.00pm |

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|---|---|
| Locations: | Pipitea Campus. |
| | Rooms will be advised prior to each module. |

## Course Objectives

At completion of this course, participants will have developed an understanding:

- Of a range of monitoring and evaluation approaches appropriate to a public sector context, and be able to apply this understanding in the workplace.

- Of (i) the range of purposes for policy and programme evaluation; and (ii) policy and programme evaluation design, development and management and be able to apply this in the workplace.

- Of the issues and challenges, in a public sector environment, of (i) developing evaluative capacity; and (ii) integrating monitoring, research and evaluation evidence into policy and practice.

## Course Content

### Module Four

**Monitoring and Evaluation in a Managing for Outcomes Context**

- Accountability, Performance and Outcome Focussed Management

- Evaluative Information in an Outcomes Focussed Context

- Developing Performance Expectations and Performance measurement

- Using Logic Models and Intervention Logic

- Monitoring for decision making and accountability

### Module Five

**Evaluation Fundamentals for Designing and Managing Evaluation in a Public Sector Environment**

- The Purposes and Types of Evaluation

- Approaches and Methodologies in Evaluation

- Designing Evaluation

- Doing and Managing Evaluation in New Zealand

- Ethics and Professional Responsibility

- Reporting and Disseminating Findings

## Module Six

**Improving and Building Monitoring, Research and Evaluation Capacity**

- Integrating Monitoring, Research and Evaluation Evidence into the Practice of Policy - What are the Challenges?

- How Might We Build 'Evaluative Cultures' in a Public Sector?

- How Do We Improve New Zealand's Public Sector Monitoring, Research and Evaluation Practice?

# Readings

## Required Text

Lunt, N., Davidson, C., and McKegg, K., (2003) *Evaluating Policy and Practice, A New Zealand Reader*, Pearson Education, New Zealand (In particular see Section One, and Duignan, P., Approaches and terminology in programme and policy evaluation, pp77-90)

## Additional Texts

Patton, Michael Quinn, (1997) Utilization Focused Evaluation: The New Century Text, Sage Publications, Thousand Oaks, California.

Davidson, J., (2005) Evaluation Methodology Basics, The Nuts and Bolts of Sound Evaluation, Sage Publications, Thousand Oaks, California.

Owen, J., with Patricia Rogers (1999) Program Evaluation, Forms and Approaches, 2nd Edition, Allen and Unwin, Sydney.

The Required Readings for this course will be provided in hard copy. Electronic copies of these readings are also available in the MPM Course Folders and in Blackboard.

Many of the further readings are also available electronically in the same places. Others in the further reading list are available from VUW and other libraries.

In relation to the readings, please note the following:

- This course is based on close reading of a relatively small number of documents. Most of the required readings are applied in nature, drawn from government or independent agencies but do not underestimate their quality. Many are equal in substance to their commercial and academic counterparts.

## Required Readings – Module Four

Mayne, J., (2003) *Reporting on Outcomes: Setting Performance Expectations and Telling Performance Stories*, Discussion Paper, Office of the Auditor General of Canada. http://www.oag-bvg.gc.ca/domino/other.nsf/html/200305dp1_e.html  (July 2005)

Mayne, J., (1999) *Addressing Attribution Through Contribution Analysis: Using Performance Measures Sensibly*, Working Paper, Office of the Auditor General of Canada. http://www.oag-bvg.gc.ca/domino/other.nsf/html/99menu5e.html  (July 2005)

Managing For Outcomes Steering Group (November 2003) *Learning from Evaluative Activity, Enhancing Performance through Outcome-focussed Management*, Department of Prime Minister and Cabinet, Te Puni Kokiri, State Services Commission, The Treasury, New Zealand   http://www.ssc.govt.nz/display/document.asp?NavID=208&DocID=3580     (July 2005)

Review of the Centre (September 2003) *Doing the Right Things and Doing Them Right, Improving Evaluative Activity in the New Zealand State Sector*, State Services Commission and Treasury, New Zealand. http://www.ssc.govt.nz/display/document.asp?NavID=177&DocID=3506  (July 2005)

Office of the Auditor-General (NZ) (OAG) (2002) *Reporting Public Sector Performance*, 2nd ed., Wellington.

Perrin, B., (2002) *Towards a New View of Accountability,*  Paper presented to the European Evaluation Society Annual Conference, Seville, Spain.


## Further Reading (Optional)

*(The following are held as electronic files in the Course Folder and Blackboard)*

State Services Commission (SSC) (2004) *2005/2006 Statements of Intent*, *Guidance and Requirements*, Prepared by the Managing for Outcomes Programme Office, December 2004, Wellington.

Ussher C. and Kibblewhite A. (2001) *Outcome-Focused Management in New Zealand – A Background Paper*, Treasury Working Paper 01/05, Wellington.

Department of Finance and Administration (2000) *The Outcomes and Outputs Framework: Guidance Document*, Canberra.

Affholter, D., (1994) 'Outcome Monitoring', pp 97-118 in *Handbook of Practical Program Evaluation,*  Wholey, J., Hatry, H., Newcomer, K., (eds), Josey-Bass Inc, San Francisco.

HM Treasury, Cabinet Office, National Audit Office, Audit Commission, Office for National Statistics (March 2001) *Choosing the Right Fabric, A Framework for Performance Information,* United Kingdom

Ryan B. (1992) 'Monitoring Effectiveness in selected Social Policy Programs', in O'Faircheallaigh C. and Ryan B. (eds) *Performance Monitoring and Program Evaluation*, Sth Melbourne, Macmillan.

Treasury Board Secretariat (2001) *Guide for the Development of Results-based Management and Accountability Frameworks*, Ontario.

Chelimsky, V., (1985) 'Comparing and Contrasting Auditing and Evaluation, Some Notes on Their Relationship', *Evaluation Review,* Vol.9, No. 4. pp483-503.

Caracelli, V., Droitcour, J., (2000) *'Cross Discipline Reports: Providing Policy Information by Combining Audit and Evaluation',* Paper presented at the annual meeting of the American Evaluation Association, November 2, 2000, Hawaii.


**Required Readings – Module Five**

Lunt, N., Davidson, C., and McKegg, K., (2003) *Evaluating Policy and Practice, A New Zealand Reader*, Pearson, New Zealand - **Sections Two, Three and Four**

Australasian Evaluation Society Inc (2002) *Guidelines for the Ethical Conduct of Evaluations* Australia. www.aes.asn.au.

American Evaluation Association (2005) Program Evaluation Standards Summary, http://www.wmich.edu/evalctr/jc/

Pathfinder *Building Block 3: Intervention Logic* http://io.ssc.govt.nz/pathfinder/documents/pathfinder-BB3-intervention_logic.pdf

Program Development and Evaluation, University of Wisconsin Extension, Logic Model resources (as at July 2005) http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html


**Further Readings (Optional)**

Cabinet Office UK, *The Magenta Book: Chapter 1 – What is Policy Evaluation?* http://www.policyhub.gov.uk/evalpolicy/magenta/chapter1.asp (July 2005)

Duignan, P., (2004) Intervention Logic: How to Build Outcomes Hierarchy Diagrams Using the OH Diagramming Approach, http://www.strategicevaluation.info/se/documents/124f.html (July 2005)

Office of the Auditor-General (OAG) (2000) *First Report for 2000: Chapter 6, Impact Evaluation*, Wellington.

Canadian International Development Agency, 1997, *The Logical Framework, Making it Results Oriented* http://www.acdi-cida.gc.ca/cida_ind.nsf/49d9f10330ed2bb48525677e00735812/c36ebd571b6fa02985256c620066cd6f?OpenDocument

Sue Funnell, '*Program Logic: an adaptable tool for designing and evaluating programs*' in Evaluation News and Comment, July 1997

**Required Readings – Module Six**

Lunt, N., Davidson, C., and McKegg, K., (2003) *Evaluating Policy and Practice, A New Zealand Reader*, Pearson, New Zealand **Sections One and Five**

Nutley S., (2003), 'Bridging the policy/ research divide: Reflections and Lessons from the UK', Keynote paper presented at Facing the Future: Engaging Stakeholders and Citizens in Developing Public Policy. National Institute of Governance Conference, Canberra, Australia 23/24 April 2003 http://www.st-andrews.ac.uk/%7Eruru/publications.htm (July 2005)

Nutley, S., Walter, I., and Davies, H. T. O., (2003) 'From Knowing to Doing – A Framework for Understanding the Evidence-Into-Practice Agenda', *Evaluation*, Volume 9 (2) pp125-148 http://www.st-andrews.ac.uk/%7Eruru/publications.htm (July 2005)

Mayne, J., Divorski, S., Lemaire, D., (1999) 'Locating Evaluation: Anchoring Evaluation in the Executive or the Legislature, or Both or Elsewhere?' pp23-52 in *Building Effective Evaluation Capacity, Lessons from Practice*, Boyle, R., and Lemaire, D., (eds), Transactions Publishers, New Jersey.

Duignan, P., (2002) 'Building Social Policy Evaluation Capacity', *Social Policy Journal*, Issue 19. December, pp179-194.

McDonald, B., Rogers, P., and Kefford, B., (2003) 'Teaching People to Fish? Building the Evaluation Capability of Public Sector Organizations', *Evaluation*, Volume 9 (1) pp9-29.

Ryan B. (2003) 'Death by Evaluation? Reflections on Monitoring and Evaluation in Australia and New Zealand', *Evaluation Journal of Australasia* Volume 3, No. 1. August, pp6-16.


**Further Readings (Optional)**

Cousins, B. J., (2004) 'Integrating Evaluative Inquiry Into The Organizational Culture: A Review and Synthesis of the Knowledge Base', *The Canadian Journal of Program Evaluation*, Volume 19, (2) pp 99-141.

Owen, J., (2003) 'Evaluation Culture: A Definition and Analysis of its Development Within Organisations', *Evaluation Journal of Australasia,* Volume 3. No.1. August, pp43-47.

Sonnichsen, R., (1999) 'Building Evaluation Capacity within Organisations', pp53-73 in *Building Effective Evaluation Capacity, Lessons from Practice*, Boyle, R., and Lemaire, D., (eds), Transactions Publishers, New Jersey.

Sonnichsen, R.C., (2000) *High Impact Internal Evaluation, A Practitioner's Guide to Evaluating and Consulting Inside Organisations*, Sage Publications, Thousand Oaks.

Preskill, H., and Torres, R., (1999) *Evaluative Inquiry for learning in Organisations, Sage Publications*, Thousand Oaks.

Walker, R., (2001) 'Great Expectations: Can Social Science Evaluate *New Labour's* Policies?' *Evaluation*, Vol 7. No. 3 pp305-330.

# Communication of Additional Information

Some additional information is likely to be provided during the year.  The Course Co-ordinator will be responsible for distributing this material

# Assessment

There are three items of assessment.  They are:

| Item | Marks | Due |
|------|-------|-----|
| Essay (2000 words) | 40% | 23 September |
| Essay (3000 words) | 50% | 22 November |
| Presentation (10 mins) | 10% | To be held on the fifth and sixth module days – times to be agreed with Co-ordinator |

**Essay One (due 23 September)**

Write an essay of 2000 words on the following topic:

*How robustly does the SOI of agency X [to be chosen by student] (i) set out the linkages between its activities and the outcomes it seeks to influence; (ii) appear to use a range of evidence to inform its SOI; and (iii) demonstrate the way in which it will measure and track its performance?*

Take a look at the statement of intent * of any New Zealand public organisation and do a critical analysis of the linkages between the stated goals, outcomes and actions.  Are there clear, logical linkages made between the work the organisation does and the outcomes they are seeking to achieve?  Is there any attempt made to reflect on the previous years SOI?  What evidence does the agency bring to bear on the development of its SOI?  Which aspects of performance are being measured?  What kind and range of measures are being used?  Are they 'outcome' oriented?  Will these measures provide sufficient information about the stated outcomes?  Why / Why not?  What seems good and useful about this organisation's approach?  What are the weaknesses?  What improvements would you suggest given the context of Managing for Outcomes?

* All 2004-5 Statement of Intents can be downloaded from:

http://www.treasury.govt.nz/budget2004/soi/

**Essay Two (due 18 November)**

STEP ONE:

Prepare a comprehensive intervention logic or results-expectations chart for a programme or policy that you are familiar with. The following questions are a guide for what should be addressed in this logic or chart:

1. What is the rationale and context for this programme or policy?

2. Who are the target group(s) for this policy or programme, and why?

3. What are the immediate, intermediate and longer term outcomes for the programme or policy? Why these and not others?

4. What are the performance expectations that might be set for this policy or programme? Are these realistic expectations? Explain.

5. What factors might limit the ability of the policy or programme to achieve the stated outcomes?

6. How will you measure the programme or policy performance?

7. What kind of evaluative measurement is possible or advisable?

8. Will you be able to bring together a range of different evidence to report on the performance of the policy or programme? Describe the range of evidence you will use.

9. How much performance information already exists? How much new information needs to be collected?

10. How will you judge the contribution the programme or policy makes to the outcomes set? What criteria will you use to do this?

11. What are the time and resource issues involved in measuring and reporting on the performance of this policy or program? How might these influence your measurement and reporting strategy for this policy or programme?

STEP TWO:

Compare the logic or chart with the existing and current policy and programme performance information. Critically analyse how robust the current evidence base is for this policy or programme, and the extent to which it is used to adjust/improve the policy or programme settings.


**Presentation**

Prepare a 10 minute presentation – based on either Assignment One or Two.

*Please send / hand-in all assignments to:*

> Francine McGee,
> School of Government,
> Victoria University of Wellington,
> Level 8 Reception,
> Rutherford House,
> 23 Lambton Quay,
> P.O. Box 600,
> Wellington.

**Students should keep a copy of all submitted work.**

## Penalties

There will be no extensions given.  Late assignments will attract an instant 20% deduction, and this will reduce by a further 1% for every subsequent day assignments are late.

## Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing.  The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1).  The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.

- Information concerning administrative and academic matters.

- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).

- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

## General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

## Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at www.vuw.ac.nz/policy/StaffConduct.

## Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/AcademicGrievances.

## Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

> 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. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.*

**Plagiarism is not worth the risk.**

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning

- suspension from class or university

- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.*

## Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, telephone 463-6070 or email disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

## Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, telephone (04) 463 - 6983 or (04) 463 – 6984 or email education@vuwsa.org.nz.

## Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.

- Regular skill-based workshops with a learning adviser from Student Learning Support Services.

- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator
Telephone (04) 463 - 6015 or email Maori-Pacific-Mentoring@vuw.ac.nz