

School of Government

MAPP 526 POLICY TOOLS AND PRACTICE

Trimester 1 2006

COURSE OUTLINE

Contact Details

Course Co-ordinator: **Dr Amanda Wolf**
Room RH 811, Level 8, Rutherford House, Pipitea Campus
Phone: (04) 463-5712
Fax: (04) 463-5454
Email: amanda.wolf@vuw.ac.nz

Other Contributors: **To be confirmed**

Administrator: **Darren Morgan**
Room RH 802, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463-5458
Fax: (04) 463-5454
Email: darren.morgan@vuw.ac.nz

Class Dates, Times and Location

Day One / Introductory Day: Thursday 23 February 2006 8.30am-6.00pm

Option Days: To be arranged 8.30am-6.00pm
with the course co-ordinator

Location: Classes will normally be held on the Pipitea Campus and you will be advised of your classroom one week prior to each module by email.

Course Objectives

This course introduces the methods analysts use to describe, understand, explain, or predict policy-relevant changes in behaviours, conditions, outcomes, and aspirations. It covers the purposes of analysis, effective design, the key methods and their applications in policy contexts.

MAPP 526 is a companion course to MAPP 525 (Policy Analysis and Advising). The two courses can be done in either order, or as a standalone course. It is designed with scope for you to choose how best to meet your learning and professional development needs, while also fulfilling a part of the foundational requirements for the Master of Public Policy.

Each participant enrolled in the course must complete 15 points. Sessions, worth varying points, comprise class time, readings and assessment. The first full-day session, offered on the 23 February, is worth 5 points and is mandatory for all participants. The remaining 10 points may be selected from a “menu” of options. The required first day, and each option, is assessed separately, and each assessment’s weight is proportional to the point value in the course. A provisional list of options is included in this outline. Full details will be available at or before the first class meeting, when you will be asked to confirm your choices.

NOTE: In trimester 2 2006, we offer MAPP 553, Topics in Research and Analysis, using the same format. In this case, the required day is an introduction to research design and methodology, and the options are likely to be drawn from the following possibilities: Advanced statistics; Literature skills (finding, reviewing, using existing information to better scope new needs); Simple and practical research methods; Interdisciplinary and mixed-method research; Research methods for complexity and diversity; and Ethics in research and analysis.

Course Content

This course centres on the tools policy analysts and advisors use in their practice. Accordingly, we start with a look at the practice – its purpose and context. For a given purpose and context, analysts carry out tasks – some rather small and immediate, with few interactions with other analysts, agencies, or the public and some of much longer duration and broader scope and range of participants. Following the introductory day, participants select additional topics, which further the overall objectives, shown below.

By the end of this course, students will:

- Grasp the key features, strengths and limitations of evidence-based policy practices
- Understand some sources of policy information, ways of generating new information, and ways of interpreting information
- Know the purposes, strengths and limitations of some analytic methods for policy applications
- Demonstrate skill in designing and carrying out some analytic tasks
- Be able to address analytic challenges due to complexity, risk and uncertainty

Day 1: Thursday 23 February 2006, 5 points

An introduction to a topic as large as “tools for policy analysis” involves selections. In this set of sessions, we emphasise the “fit for purpose” of analysis, which takes into consideration the context and the purpose of the analysis, as well as the qualities of analytic methods. We look carefully at the core ideas in qualitative and quantitative methods. But we also seek to push the envelop a bit, to consider how new methods are brought to bear on policy analysis. Examples are drawn from public health, early childhood intervention, crime and victimisation, and genetic modification. While this selection of examples does not cover the range of policy issues, it does enable some interesting cross-case and cross-methods discussion. During the day, we introduce briefly a number of the topics that are covered in more detail in the choice section of the course. Participants are encouraged to draw on their own examples. Topics for the day include:

- Policy analysis in an evidence-based decision-making context
- Qualitative tools and applications for policy analysis and advice
- Quantitative tools and applications for policy analysis and advice
- Addressing risk and uncertainty

Remaining 10 Points: Options

A number of options are currently under consideration. The actual offerings will depend on interest, availability of presenters, and so on. Full details will be available at or before the first class meeting, and choices confirmed in early March. Proposed topics and dates are shown in the table below.

PLEASE NOTE: Students who are enrolled in modular courses on Thursday 13 April and Friday 9 June cannot select topics on those dates.

Proposed Topic	Brief Description	Points*
Introductory Statistics	Provides non-statisticians an appreciation of important ideas behind statistics as used in government; includes hands-on practice.	12-13 April 7.5 points
Policy Writing	Surveys broad principles of policy writing; includes hands-on work in self-editing, concentrating on ensuring your writing is concise and technically correct.	8 June 2.5 points
Intervention Logic	Examines output-outcomes linkages and assumptions, and a variety of uses for the intervention logic tool.	13 April 5 points
Consultation and Participation	Considers intra-governmental and public consultation; implications of changing norms in public participation; effective analysis of data from consultations.	9 June 2.5 points
Public Information and Discovery	Focuses on the role of the media; the Official Information Act; responding to the public’s need for information.	12 April 5 points
Introduction to Finance and Budgeting	Provides a foundation for reading financial reports; understanding basic accountancy and budgeting principles.	13 April 5 points

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Decision Analysis	Introduces approaches for assessing decision options, including the use of decision trees and multi-criteria analysis.	8 June 5 points
Teamwork and Co-ordination	Examines how issues “cross silos” and how analysts work with others in a joined-up government environment and seek policy coordination across organisational boundaries.	12 April 5 points
Geographic and Demographic Analysis	Introduces the tools of geographic and demographic analysis, including the use of official statistics and geographic imaging systems.	8-9 June 7.5 points
Knowledge Management	Introduces the analysts’ knowledge environment; processing and creating information; networks for knowledge communication.	8 June 5 points

* Options where contact time is greater than point value include significant hands-on exercises in class, which contribute to learning outcomes. From the options menu, course participants must select a total of 10 points. Sample combinations are Introductory Statistics (7.5 points) and Writing (2.5 points), or Intervention Logic (5 points) and Knowledge Management (5 points).

Readings

There is no set text. A set of readings accompanies each unit. The readings provide information on specific topics and examples of applications of data and information in specific policy decision- making contexts.

Day 1 Readings

Please be familiar with all the assigned readings before the class meeting.

Participants who have not had MAPP 525 (Policy Analysis and Advising) are advised to read the text used in that course. All participants are advised to review the sections indicated:

Eugene Bardach, 2000 or 2004, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, New York, Chatham House, especially the sections on assembling evidence and “smart practices”.

Reading 1, which is in the MAPP 525 readings, is reprinted for new participants.

1. Nutley, Sandra, Huw Davies, and Isabel Walter. 2003. “Evidence based policy and practice: Cross sector lessons from the UK”, *Social Policy Journal of New Zealand*, Issue 20, June
2. 6, Perri. 2002. “Can policy making be evidence-based?” *MCC: Building Knowledge for Integrated Care*. Vol 10, no 1, (Feb): pp 3-8.

3. Nathan, S A, E Devlin, N Grove, and A B Zwi. 2005. "An Australian childhood obesity summit: The role of data and evidence in 'public' policy making" *Australia and New Zealand Health Policy*. Vol2, no 17. www.anzhealthpolicy.com/content/2/1/17 10 pages.
4. Spradlin, Tom. 1997. "A Lexicon of Decision Making" accessed 18 December 2005. <http://faculty.fuqua.duke.edu/daweb/lexicon.doc>
5. Newcomer, Kathryn E. 1994. "Using statistics appropriately" in Joseph S Wholey, Harry P Hatry, and Kathryn E Newcomer, eds *Handbook of Practical Program Evaluation* San Francisco: Jossey-Bass, pp 389-416.
6. Morris, Allison and James Reilly, with Sheila Berry and Robin Ransom. 2003. *New Zealand National Survey of Crime Victims 2001*. Wellington, Ministry of Justice, pp 19-31.
7. Karoly, Lynn A, M Rebecca Kilburn, James H Bigelow, Jonathan N Caulkins, and Jill S Cannon. 2001. "Overview of cost and outcome analysis", in *Assessing Costs and Benefits of Early Childhood Intervention Programs: Overview and Application to the Starting Early Starting Smart Program*. Santa Monica, California: RAND. www.rand.org/publications/MR/MR1336/MR1336.ch2.pdf
8. Miles, Matthew B and A Michael Huberman, 1994. "Introduction", in *Qualitative Data Analysis: An Expanded Sourcebook*, Thousand Oaks: Sage Publications, pp 1-15
9. Trochim, William M K and Derek Cabrera. 2005. "The complexity of concept mapping for policy analysis" *E:CO (Emergence: Complexity and Organization)*. Vol 7, no 1, pp 11-22.
10. Cronin, Karen and Laurie Jackson. 2004. "Issues mapping interviews", in *Hands Across the Water: Developing Dialogue Between Stakeholders in the New Zealand Biotechnology Debate*. Victoria University of Wellington, pp 69-102.
11. Adams, John. 1999. "Cars, cholera, and cows" *Policy Analysis*, no 335. Washington DC: The Cato Institute.
12. United Kingdom Cabinet Office, Strategy Unit. 2002. *Risk: Improving Government's Capability to Handle Risk and Uncertainty*. November.

Assessment Requirements

The 23 February assessment, worth 34%, is shown below. The remaining 66% of assessment will be specific to the topics chosen by each participant. Assessment will be in proportion to the number of points each option is worth. Details of additional assessment will be available at or before the first class meeting, when option selections are made.

23 February Assessment

Take-home assignment, worth 34%, due 5.00pm on Monday 13 March 2006

This assignment will be a take-home assignment, worth 34% of your final grade. The assignment will be handed out in class. It will include questions relating to specific tools and their applications. Please refer to the participants' handbook for details of style and presentation. Email your assignment, as a Microsoft Word attachment, to amanda.wolf@vuw.ac.nz by the deadline. Receipt will be acknowledged.

Students should keep a copy of all submitted work.

ANZSOG candidates taking this course as an elective should note that they take it for 24 points, and not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes, and the means whereby they will be assessed, will be negotiated and confirmed with the course co-ordinator at the start of the course.

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 for every working day by which the assignment is late (weekends and public holidays excluded) and no assignments will be accepted after five working days beyond the date they are due. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies 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 co-ordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Blackboard (web-based support)

Registered participants can access selected course materials by going to www.blackboard.vuw.ac.nz and logging in to Blackboard. Your username is on your Confirmation Of Study and, for new students, your password is your VUW Student ID number, on your Confirmation of Study or your VUW Student ID card.

Communication of Additional Information

Additional information will be communicated in class or by email.

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. To check for opening hours, call the office on (04) 463-5376.

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 EA 125a to EA 131 (Level 1). The office is available for 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.

Check with the Student Administration Office for opening times on (04) 463-5376.

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: 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 Co-ordinator 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, or phoning (04) 463-6070, 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 Co-ordinators 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, phone (04) 463-6983 or (04) 463-6984, email education@vuwsa.org.nz.

Manaaki Pihipihinga Maori and Pacific Mentoring programme (Faculties of Humanities and Social sciences and Commerce and Administration)

- **What:** Academic Mentoring for Maori and Pacific students studying at all levels in the above faculties. Weekly sessions for an hour with a mentor to go over assignments and any questions from tutorials or lectures. Registered students can use the faculty's study rooms and computer suite, at any time, at Kelburn and Pipitea.
- Mature student and Post grad network

If you would like to register as a mentor or mentee, please contact the co-ordinator.

Where:

Melissa Dunlop
Programme Co-ordinator
Room 109 D
14 Kelburn Parade: back courtyard
Phone: (04) 463-6015
Email: Maori-Pacific-Mentoring@vuw.ac.nz

Please Note: A mentoring room will also be running at Pipitea Campus starting January. Please contact the Programme Co-ordinator for details.