

## School of Government

# MAPP 555 SOCIAL POLICY

(15 Points)

Trimester Two 2006

## COURSE OUTLINE

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### Contact Details

**Course Co-ordinator:** **Associate Professor Bob Stephens**  
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Telephone: (04) 463-5449  
Fax: (04) 463-5454  
Email: [bob.stephens@vuw.ac.nz](mailto:bob.stephens@vuw.ac.nz)

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

### Course Dates, Times and Location

**Module Four:** Friday 1 September 2006 8.30am-6.00pm

**Module Five:** Friday 20 October 2006 8.30am-6.00pm

**Module Six:** Friday 24 November 2006 8.30am-6.00pm

**Location:** The course will be held on the Pipitea Campus of Victoria University of Wellington. You will be advised of your classroom one week prior to the course by email.

## Course Objectives

The course will look at theoretical developments in social policy as well as issues of policy development and implementation within the New Zealand context. Particular attention will be given to the analysis of social security, the level of assistance to families with dependent children, the evaluation of welfare-to-work and case management schemes in the context of labour market operations, policies for dependent children at risk, poverty, income dynamics, housing trends, and policy for superannuation. The emphasis will be on integrated, long-term and strategic social policy across all the social spheres and the relevant economic policy issues.

Reference to changes in New Zealand's demographic structure, including ethnic mix, and how that impinges on the welfare state will be made. Attention will be placed on the theory underlying social policy / the welfare state, both in general and for each area of social policy, and the appropriate role for government, private, and voluntary provision. Policy instruments to achieve objectives will be analysed, as will the appropriate method of financing social policy and institutional structures for implementing social policy. The frameworks of economics, sociology, law, politics, demography, gender and ethnicity will be used. While evaluation will be made of specific pieces of social legislation and policy issues, the discussion will often concentrate on broader conceptual, philosophical and methodological issues.

Analysis will be made of:

- Justifications for the role of government in social policy and the appropriate balance between private market, family, and voluntary sector funding and provision.
- The need for strategic social policy to ensure that long-term and inter-sectoral issues and policies are analysed and developed.
- The change in the form of the welfare state from direct provision and input financing to contracting and accountability for outputs.
- The importance of demographic trends for the analysis of social policy.
- How differing cultural, philosophical, historical, and political backgrounds produce different welfare systems.
- Attempts to improve the efficiency and equity of social policy.
- The role of evaluation in social policy.
- The interrelationships between economic and social policy.
- The use, advantages and limitations of comparative analysis in social policy.
- The role of service delivery compared to financial assistance for families with dependent children.

## Course Content

**The following gives a broad indication of the scope and sequencing of topics. Hopefully several visiting lecturers can be brought in for their particular expertise, and this may require rescheduling some of the timetable.**

### **MODULE 4**

**1. Friday 1 September – 8.30 – 10.30**

**Associate Professor Bob Stephens**

#### **The Nature of the Welfare State**

- Historical evolution of the welfare state, internationally and in New Zealand
- Justifying the welfare state, using the lens of economics, demography, law, psychology, politics, sociology and gender analysis

- Types and models of welfare states
- The values, assumptions, and welfare state models that ground arguments for and against various reform proposals in New Zealand and elsewhere
- If the goal of social policy is to enhance well-being, then what is well-being?

**2. Friday 1 September – 11.00 – 12.30 Associate Professor Bob Stephens**  
**The Labour Market**

- Demand and supply of labour, wages and inequality
- Labour supply incentives, tax rates and benefit levels
- Labour market models
- Unemployment types and solutions
- Labour market dynamics

**3. Friday 1 September – 1.30 – 3.30 Associate Professor Bob Stephens**  
**Income Maintenance, Single Core Benefit**

- Social insurance or social assistance
- Justifying the state's involvement in social assistance provision
- New Zealand's system of social security
- Adequacy of payment levels
- EMTRs, incentive effects, case management

**4. Friday 1 September – 4.00 – 5.30 Associate Professor Bob Stephens**  
**Assistance to Families with Children**

- Universal or targeted assistance
- In-work benefits
- Working for Families / Future Directions
- Criteria for Evaluation

**MODULE 5**

**5. Friday 20 October – 8.30 – 10.30 Associate Professor Bob Stephens**  
**Welfare to Work**

- Types of welfare-to-work schemes
- Criteria for evaluation
- Jobs Jolt and DPB Evaluation
- Role of case management
- Ireland and U.S. – comparison with N.Z.

**6. Friday 20 October – 11.00 – 12.30 Dr Paul Callister (IPS)**  
**Ethnic and Demographic Effects**

- The role and importance of demographic trends in social policy analysis
- The role of ethnicity in Social Policy
- The impact of ethnic trends
- Population ageing, baby blips and baby boomers

7. **Friday 20 October – 1.30 – 3.30** **Associate Professor Bob Stephens**  
**Family Policy**
- Families at risk, inter-generational transmission of benefit use
  - Strengthening Families
  - SKIP
  - Impact of policy on families
  - Intergenerational transmission of poverty and income inequality
8. **Friday 20 October – 4.00 – 5.30** **Associate Professor Bob Stephens**  
**Poverty**
- Measuring poverty, social exclusion and deprivation
  - Efficiency of social security in alleviating poverty
  - Who is poor in New Zealand
  - Short-term alleviates and long-term solutions
- MODULE 6**
9. **Friday 24 November– 8.30 – 10.30** **Associate Professor Bob Stephens**  
**Student Presentations**
- Reporting back from the groups
10. **Friday 24 November – 11.00 – 12.30** **Associate Professor Bob Stephens**  
**Accident Compensation and Disability Policy**
- Social insurance and social security
  - Funding and incentives in ACC
  - Structure of benefit payments in ACC
  - Causes of growth in numbers on disability benefits
  - Disability, rehabilitation and work
11. **Friday 24 November– 1.30 – 3.30** **Associate Professor Bob Stephens**  
**Housing**
- The operation of the housing market: income distribution or market failure
  - Housing and Poverty
  - Accommodation Supplement and income-related rents
  - Housing adequacy, affordability and accessibility
  - Impact of housing quality on Health and Education
12. **Friday 24 November – 4.00 – 5.30** **Associate Professor Bob Stephens**  
**Superannuation Policy**
- The impact of an ageing of the population
  - New Zealand superannuation, its level, funding, the surcharge
  - Private superannuation, taxation changes, relationship to public, coverage
  - The arguments concerning pre-funding and investing the fund

## **Readings**

### **General**

Stephens, R. (1996) "Social Services" in Silverstone, B., A. Bollard and R. Lattimore (eds.) *A Study of Economic Reform: The Case of New Zealand*, Amsterdam, North-Holland.

### **1. Frameworks of Analysis**

Esping-Anderson, G. (2003) 'Against Social Inheritance', in A. Giddens (ed.) *Progressive Futures*, London, Policy Network.

Stephens, R. (1999) 'Economics and Social Policy', in Milne, D. and Savage, J. (eds.) *Reporting Economics*, Wellington, NZ Journalists Training Organisation.

Sen, A.K. (1999) 'Freedom and the Foundations of Justice,' Ch 3 in *Development as Freedom*, Oxford, Oxford University Press.

### **2. The Labour Market**

Wilson, M (1996) "Institutional Labour Markets, Benefit Levels and Unemployment" *Social Policy Journal of New Zealand* Issue 6, July.

Mayhew, K. (2000) 'The Assessment: Labour Markets and Welfare' *Oxford Review of Economic Policy*, 16(1).

Andrews, G. (2006) 'LEED – what is happening in the labour market' NZIER Update, May.

Statistics New Zealand (2005) 'Survey of Family, Income and Employment Dynamics (Wave 2).

### **3. Social Security**

Barr, N. (1999) "Fundamentals of Social Security Analysis" *Social Security Journal*

Stephens, R. (1999) 'Poverty, Family Finances and Social Security' Ch. 13 in Boston, J. et al *Redesigning the Welfare State in New Zealand*.

Stephens, R. (2001) "Social Policy and Benefit Reform" mimeo, paper presented to an IIR Conference, Wellington, October.

### **4. Assistance to Families with Dependent Children**

Stephens, R. (2003) "The Level of Financial Assistance to Families with Dependent Children" *Social Policy Journal of New Zealand*, Issue 20, June.

Blundell, R. (2000) "Work Incentives and 'In-Work' Benefit Reforms: a Review" *Oxford Review of Economic Policy*, 16(1).

### **5. Welfare to Work**

The Urban Institute (2005) "Parents, Children, and Work: A Transformed Landscape," Section 1 of "Assessing the New Federalism: Eight Years Later," The Urban Institute, Washington DC.

De Boer, M. (2000) 'The Outcomes and Impact of Expanded CTF and Community Work', WINZ.

## 6. Demographic and Ethnic Perspectives

Stephens, R. (2003) 'Poverty, Ethnicity and Income Distribution in New Zealand', in E. Gomez and R. Stephens (eds.) *The State, Economic Development and Ethnic Co-Existence in Malaysia and New Zealand*, Kuala Lumpur, CEDER.

Ministry of Social Development et al (2003) 'Overview of Population Trends' in *Population and Sustainable Development 2003*, Ministry of Social Development, Wellington.

<http://www.msd.govt.nz/documents/publications/strategic-social-policy/population-sustainable-development.pdf>

ALSO: Callister, P. (2004) Ethnicity measures, intermarriage and social policy, *Social Policy Journal of New Zealand*, 23: 109-40,

<http://www.msd.govt.nz/publications/journal/23-december-2004/23-pages109-140.html>

## 7. Poverty

Atkinson, A. (1989) *Poverty and Social Security*, Ch. 1.

Waldegrave, C., Stephens, R. and King, P. (2003) "Gauging New Zealand's success at Poverty Reduction in the New Millennium", *Australian Journal of Social Issues*, 28(4), November.

Stephens, R. (1999) 'Poverty, Family Finances and Social Security' Ch. 13 in Boston, J. et al *Redesigning the Welfare State in New Zealand*.

## 8. Accident Compensation

McClure, M. (2003) 'A Decade of Confusion: The Differing Directions of Social Security and Accident Compensation 1969-1979' *VUWLR* 34(2) June.

Stephens, R. (2004) 'Horizontal Equity for Disabled People: Incapacity from Accident or Illness', *VUWLR* 35(4) Dec.

## 9. Superannuation

St. John, S. (2001) 'New Zealand goes it alone in superannuation policy'. Paper presented to the 9<sup>th</sup> Annual Colloquium of Superannuation researchers, UNSW, July.

St. John S. and L. Willmore (2001) 'Two Legs are Better than Three: New Zealand as a model for old age pensions' *World Development* 29(8).

Stephens, R. (1997) 'Superannuation: Funded or Pay-as-you-go?' *Victoria Economic Commentaries*, Sept.

Barr, N. (1998) 'Contributory Benefits 2: Retirement Pensions' in *The Economics of the Welfare State*.

## **Background Reading (on the New Zealand Welfare State)**

Boston, J. and P. Dalziel (eds.) (1992) *The Decent Society? Essays in Response to National's Economic and Social Policies*, Auckland, Oxford University Press.

Briefing Papers to Incoming Government (especially Treasury 1999, Social Policy 1999, 2002, 2005)

Duncan, G. (2004) *Society and Politics: New Zealand Social Policy*, Albany, Pearson.

- Green, D. (1996) *From Welfare State to Civil Society: Towards Welfare that Works in New Zealand*, Wellington, New Zealand Business Roundtable.
- Jones, M. (1997) *Reforming New Zealand Welfare: International Perspectives*, Sydney, Centre for Independent Studies.
- McClure, M. (1998) *A Civilised Community: A History of Social Security in New Zealand: 1898-1998*, Auckland, Auckland University Press.
- Ministry of Social Development (2004) *The Social Report*, Wellington, MSD.
- Royal Commission on Social Policy (1998) *The April Report*, Wellington, Government Print.
- Social Policy Journal of New Zealand* (commenced 1993, biannual, contains a useful coverage of research and policy papers on social policy in NZ).
- Thomson, D. (1991) *Selfish Generations? The Ageing of New Zealand's Welfare State*, Bridget Williams Books.

## **Assessment Requirements**

<b>Assignment</b>	<b>Due Date</b>	<b>Length</b>	<b>Weight</b>
1 <sup>st</sup> essay	Friday October 13	3000 words	30%
Policy Memo	Friday after class presentation	1200 words	20%
2 <sup>nd</sup> essay	Friday December 8	5000 words	50%

**In addition to the essays, each student will present a 10-15 minute presentation, based either on addressing a stage in the policy process on a particular topic, or discussing policy development in an issue within a topic** (for instance, looking at policy and management issues in integrating CYF into MSD, or NZES and WINZ, or discussing the appropriate structure of payments for ACC).

**This will be discussed in the first session. This presentation will turn into a Policy Memo, discussing the major policy problem in the particular area, criteria for evaluation and policy options.**

### **ESSAY ONE:**

**Either**

- (a) “Since 2000, the New Zealand welfare state has been based on a social development framework, using a social investment model combined with the guiding principles of ‘Opportunities for All’.”

Discuss whether this approach is sufficient to change the ‘liberal welfare state’ tag that most external commentators place upon New Zealand’s welfare state, and whether the approach will be adequate to address issues of ‘closing the gaps’ and ‘social inheritance’.

**OR**

- (b) Critically evaluate the proposed move to a core or single social security benefit.

### **ESSAY TWO**

Whilst this is an essay topic, it starts as a group project. The class will be divided into two groups and analyse the issues, for presentation to the class in the final session. The presentation will be 30 minutes

long, with time for questions. Each student will write an individual essay, but drawing on the communal work.

### **TOPIC(S) – to be ANNOUNCED**

### **Penalties**

Extensions may be granted to those who meet the University's aegrotat rules (e.g. medical certificate, or personal bereavement, or critical personal circumstances involving the health of a close relative or personal circumstance beyond your control). If you are having troubles let Bob Stephens know – confidentiality is guaranteed.

Essays not subject to extensions and not handed in by the due date or by the date of an extension will have their mark out of 100 reduced by 3 percentage points for each day that the essay is late. Please pass in any late essays to the lecturer concerned or to the Administration Assistant at the School of Government, so that the time and date it was received can be recorded. Essays handed in more than 5 days after the due date or after the date of an extension will not be accepted unless there are special circumstances. Essays significantly over the required length will be returned for the student to rewrite.

### **Please post / 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.**

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.

### **Communication of Additional Information**

Information relating to this course will be posted on Blackboard set up for MAPP 555.

### **Expected Workload**

The expected workload is, on average, (a) approximately 8 hours of preparation time before the first module of the course, (b) 24 hours of class contact time and (c) approximately 10 hours of independent study per week between modules and after the final module.



## **Mandatory Course Requirements**

To fulfil the mandatory course requirements for this course, you are required to:

1. submit all assignments by the due date, unless you have been granted an extension; and
2. attend all contact sessions of the course. If you are unable to attend a session, you must inform the course co-ordinator as soon as possible and you may be required to submit a further item of assessment.

## **Faculty of Commerce and Administration Offices**

### **Railway West Wing (RWW) - FCA Student and Academic Services Office**

The Faculty's Student and Academic Services 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 Student and Academic Services Office on (04) 463-5376.

### **Easterfield (EA) - FCA/Education/Law Kelburn Office**

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463-5376.

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

## **Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at [www.vuw.ac.nz/policy/studentconduct](http://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](http://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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Co-ordinators are available to assist in 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](http://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. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is, however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website at [www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

## **Students with Impairments**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463-6070, email [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

## **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/).

VUWSA employs 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 (telephone (04) 463-6983 or (04) 463-6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.

### **Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)**

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta  
Room 210, Level 2  
Railway West Wing  
Tel. (04) 463-8997  
Email: [puawai.wereta@vuw.ac.nz](mailto:puawai.wereta@vuw.ac.nz)

Fa'afai Seiuli  
Room 109 B  
14 Kelburn Parade  
Tel. (04) 463-5842  
Email: [faafoi.seiuli@vuw.ac.nz](mailto:faafoi.seiuli@vuw.ac.nz)