

**School of Government**

**MAPP 525**  
**POLICY ANALYSIS AND ADVISING**  
(15 Points)

**Trimester Two 2007**

**COURSE OUTLINE**

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**Contact Details**

**Course Coordinator:** **Professor Claudia Scott**  
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**Module Dates, Times and Locations**

**Module Four:** Thursday 23 August 2007 8.30am – 6.00pm

**Module Five:** Thursday 18 October 2007 8.30am – 6.00pm

**Module Six:** Thursday 22 November 2007 8.30am – 6.00pm

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

## **Course Objectives**

This course examines critically how policy analysts apply different methods, theories, and substantive knowledge to problems and goals that emerge in given economic, social, environmental and cultural contexts. Emphasis is given to the role of advisers and analysts and the value they create by providing information and evidence for policy understanding and decision-making.

By the end of the course, participants will:

- Understand the various ways policy analysts frame their tasks, the main characteristics of their practices, and various standards of ‘good’ practice;
- Appreciate the importance of undertaking policy analysis tasks holistically, drawing on a variety of disciplinary theories and methods, and integrating these in specific contexts; and
- Demonstrate skills in analytic reasoning and communication.

## **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. 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, competencies and attitudes of policy analysts and advisers.

Professor Scott is subject leader of the core policy offering “Designing Public Policy and Programmes” for the Australia and New Zealand School of Government (ANZSOG). She and her colleague, Dr Karen Baehler, are co-authoring a book about the integrated policy mode - called Value-Added Policy Analysis and Advising - which will be published in 2008 by the University of New South Wales Press.

## **Learning Commitment**

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 module. Regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high

level). Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

## **Group Work**

Students will work in groups throughout the course. In particular, they will form part of a syndicate group which will do a joint presentation and syndicate report.

## **Readings**

Participants in this course are supplied with a full set of readings, which is supplemented by further materials distributed throughout the course. There is no set text. Priority should be given to the readings marked with a \* but all are interesting and will enhance your learning outcomes from the course. Some further readings for the syndicate assignments will be distributed to participants when they arrive at the intensive.

### **1. Introduction to Policy**

\* Colebatch, H. (2004) "What do they say about it?" in *Policy*, Buckingham: Open University Press, pp. 82-95

\* D. Weimer & A. Vining (1999) *Policy Analysis: Concepts and Practice*, chapters 1 & 2

B. Howlett and M. Ramesh (2003) 'Actors and Institutions: Assessing the Policy Capability of States', in *Studying Public Policy: Policy Cycles and Policy Subsystems*, Toronto: Oxford University Press, pp. 50-79

### **2. The Context for Policy Advising in New Zealand**

\* Scott, C. (2003) 'Policy Analysis and Policy Styles in New Zealand Central Agencies', paper for the Public Policy Network Conference

\* James, C. (2002) *The Tie that Binds: The Relationship between Ministers and Chief Executives*, Wellington, Institute of Policy Studies, chapters 6, 12

Eichbaum, C. and R. Shaw, 'A Third Force? Ministerial Advisers in the Executive', *Public Sector*, 26(3), pp 7-13

### **3. The Role of Government, Ideology and Framing Policy**

\* O. Hughes, 'The Role of Government' in *Public Management and Administration: An Introduction*, Basingstoke: Palgrave Macmillan, 2003, pp. 71-93

\* Heywood, Andrew (2002). "Political Ideology," chapter 3 in *Politics* (2<sup>nd</sup> edition). Palgrave

Woolcock, Michael (2001), 'Social Capital' ISUMA, pp 11-17

Parsons, W. (1995) Varieties of analytical Frameworks in *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Edward Elgar

Maori Potential, Pacific Island Gender Frameworks – see [www.tpk.govt.nz](http://www.tpk.govt.nz); [www.minpac.govt.nz](http://www.minpac.govt.nz); [www.mwa.govt.nz](http://www.mwa.govt.nz)

#### **4. Models and Frameworks for Policy Analysis: Cycles, Hexagons & the Integrated Model**

\* G. Bardach (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway

\* Mayer, I. E. Van Daalen, E, and P. Bots (2004) Perspectives on Policy analysis: A Framework for Understanding and Design, *Journal of Technology, Policy and Management*, Vo. 2, No. 2, pp. 169-191

#### **5. The Problem Definition: the Use of Systems Modelling and Intervention Logic**

\* K. Baehler, 'Intervention Logic', *Public Sector*, Vol 25, No. 3 pp. 14-20

3 examples of IVL models.

Brassard, Michael and Diane Ritter (1994). 'Affinity Diagram,' and 'Cause & Effect/Fishbone Diagram,' in *The Memory Jogger*. Salem, NH: Goal/QPC

Systems Thinking source: [www.systems-thinking.org/arch/arch.htm](http://www.systems-thinking.org/arch/arch.htm)

#### **6. Case Studies**

New Bedford Harbour

A Towering Dilemma

#### **7. Matching Problems and Solutions**

Frameworks for Problem definition (3 pages)

\* Weimer, D. and Vining (1999) Correcting Market and Government Failure: Generic Policies, *Policy Analysis: Concepts and Practice* (3<sup>rd</sup> edition) Upper Saddle River, Prentice-Hall

Arthur Ringeling (2002) 'European Experience with Tools of Government' in L Salamon (ed) *The Tools of Government: A guide to the new governance*, Oxford, Oxford University Press, pp. 585-99

## **8. Group Syndicate Work**

## **9. Defining Options, Selecting Criteria and Projecting Outcomes**

Tables 10.1, 10.2 and 11.1

\* 'Selecting Criteria' in D. MacRae, Jr and D. Whittington, *Expert Advice for Policy Choice: Analysis and Discourse*, Washington, DC, Georgetown University Press, Washington, DC, 1997, pp. 66-103

## **10. Policy implementation and evaluation**

\* P. Bridgman and G. Davis (2000), *The Australian Policy Handbook*, Crows Nest: Allen & Unwin, 2000, pp. 116-125

\* P. Duignan (2001) 'Approaches and Terminology in Programme and Policy Evaluation' in N. Lunt, C. Davidson and K. McKegg, *Evaluating Policy and Practice*, Pearson Education Ltd, New Zealand, pp. 77-90

## **11. Smart Practices**

\* Musso et al (2000) Tradecraft: professional writing as problem-solving

J. Patrick Dobel (2003) Memo Writing, Teaching Resource from the Electronic Hallway

\* Catherine Smith (2005) 'Position paper: Know the arguments: in Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, Oxford University Press, 2005

Ministerial Advisory Committee Report:  
[www.apsc.gov.au/mac/connectingsummary.htm](http://www.apsc.gov.au/mac/connectingsummary.htm)  
[www.apsc.gov.au/mac/connectingguide.htm](http://www.apsc.gov.au/mac/connectingguide.htm)

Consultation practices and stakeholder management: [www.iap2.org](http://www.iap2.org)

## **12. Syndicate Presentations and Feedback**

### 13. Value-Adding Policy Advice

\* Behm, A. et al (2000) 'A Value-Creating Model for Effective Policy Services', *Journal of Management Development*, 19(3): pp. 162-178

\* C Scott (2005), 'Value-Added Policy Analysis and Advice: New Roles and Skills for the Public Sector', *Policy Quarterly*, vol. 3, no. 3, pp 10-15

SSC (1999) 'Essential Ingredients: improving the Quality of Policy Advice' Occasional Paper # 9, Wellington.

[www.ssc.govt.nz/display/document.asp?docid=2910](http://www.ssc.govt.nz/display/document.asp?docid=2910)

### 14. Enhancing Performance and Capability

Lindquist, E. (2001) 'Building Policy Capability in Government: Evaluating Recruitment Strategies', in *Public Sector*, Vol 24, No. 2 pp. 8-10

## Materials and Equipment

It may assist syndicate work if those students who have access to a laptop computer can bring them along to class; however, this is not a mandatory requirement.

## Assessment Requirements

### Assessment 1: Essay

Bardach (1995) and Mayer, van Daalen & Bots (2004) discuss policy analysis as an activity, and the role of the policy analyst. Identify key similarities and differences between the frameworks presented for analysis in these two papers. Do the models offer a useful representation of policy analysis practices in New Zealand?

*Length:* Maximum 1200 words (exclusive of references)

*Date due:* 9.00am, Monday 20 August, 2007 (**the Monday prior to the start of the course**) – submitted electronically to [claudia.scott@vuw.ac.nz](mailto:claudia.scott@vuw.ac.nz). Please bring a hard copy of this assignment to the first session.

*Marks:* 30%

### Assessment 2: Reflective Essay

This essay gives participants the opportunity to bring together the learnings on the course and to apply them in the New Zealand public sector context.

*Length:* Maximum 1200 words (exclusive of references)

*Due date:* 5.00pm, Friday 26 October 2007

*Marks:* 30%

### Assessment 3: Syndicate Project

You have been asked to prepare a set of options on a specific policy area for consideration by a yet-to-be-elected government. The election is close and therefore it is important that a wide range of different alternatives are presented. You are required to assess these options in relation to specific criteria and to make recommendations for decision-makers in the form of contingent 'if-then' statements. You will be assigned to a syndicate group and topic at the first module.

*Length:* Maximum 3000 words (exclusive of references)

*Date due:* 5.00pm, Friday 30 November, 2007

*Marks:* 40% (30% is for the written assignment and 10% for the syndicate presentation)

Please submit assignments 2 & 3 by email to [francine.mcgee@vuw.ac.nz](mailto:francine.mcgee@vuw.ac.nz) AND [claudia.scott@vuw.ac.nz](mailto:claudia.scott@vuw.ac.nz)

**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 Coordinator 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 may be deducted where assignments are submitted after the due date. 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. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

## **Mandatory Course Requirements**

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

1. Submit all assignments by the due date;
2. Attend all contact sessions of the course.

## **Communication of Additional Information**

Additional information may be provided in class, by post, by email or via Blackboard.

## **Withdrawal Dates**

Students giving notice of withdrawal from the course after 4 September 2007 will not receive a refund of tuition fees.

Students giving notice of withdrawal from the course after 23 October 2007 are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

## **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.



## Notice of Turnitin Use

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine [www.turnitin.com](http://www.turnitin.com). Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. **At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.** You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. 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.

## 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 students 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 penalized 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)

## **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 hardcopy or under "About Victoria" on the VUW homepage at [www.vuw.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.vuw.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically at [www.vuw.ac.nz/home/studying/downloads/course\\_outlines\\_general\\_information.pdf](http://www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf)

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

## **Manaaki Pihipihinga Programme**

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email [manaaki-pihipihinga-programme@vuw.ac.nz](mailto:manaaki-pihipihinga-programme@vuw.ac.nz) or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or phone (04) 463 5842.