

**School of Government**

**MAPP 555**  
**SOCIAL POLICY**  
(15 Points)

**Trimester Two 2007**

**COURSE OUTLINE**

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**Contact Details**

**Course Coordinator:** **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)

In emails, please place the Course Code in the Subject Line, to avoid the possibility of emails being deleted as SPAM.

**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](mailto:darren.morgan@vuw.ac.nz)

**Module Dates, Times and Locations**

<b>Module Four:</b>	Friday 24 August 2007	8.30am – 6.00pm
<b>Module Five:</b>	Friday 19 October 2007	8.30am – 6.00pm
<b>Module Six:</b>	Friday 23 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**

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 may 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.
- Social Sustainability. The changing philosophy underpinning the welfare state in New Zealand.
- 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 visiting lecturers can be brought in for their particular expertise, and this may require rescheduling some of the timetable.

## **MODULE FOUR**

- 1. Friday 24 August 2007, 8.30am - 10.30am** **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
  
- 2. Friday 24 August 2007, 11.00am - 12.30pm** **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 24 August 2007, 1.30pm - 3.30pm** **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 24 August 2007, 4.00pm - 6.00pm** **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 FIVE**

- 5. Friday 19 October 2007, 8.30am - 10.30am** **Associate Professor Bob Stephens and Dr. Karen Baehler**  
**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 19 October 2007, 11.00am - 12.30pm** **Dr Paul Callister**  
**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 19 October 2007, 1.30pm - 3.30pm**                      **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 19 October 2007, 4.00pm - 6.00pm**                      **Associate Professor Bob Stephens**  
**Poverty**

- Measuring poverty, social exclusion and deprivation, living standards
- Efficiency of social security in alleviating poverty
- Who is poor in New Zealand
- Short-term alleviates and long-term solutions

**MODULE SIX**

**9. Friday 23 November 2007, 8.30am - 10.30am**                      **Associate Professor Bob Stephens**  
**Student Presentations**

- Reporting back from the groups

**10. Friday 23 November 2007, 11.00am - 12.30pm**                      **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 23 November 2007, 1.30pm - 3.30pm**                      **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 23 November 2007, 4.00pm - 6.00pm**                      **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
- Implications of the Kiwi Saver scheme

## **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 form groups to prepare for the joint seminar presentation in November. This presentation is part of the mandatory requirements for the course. However, students will write an **individual** essay based on the joint presentation, and the essay will be marked as a separate piece of work.

## **Readings**

There is no set text for the class. There is a set of Course Notes.

There are several books that are worth consulting for each class session:

Barr, N. (1999) *Economics of the Welfare State*, various editions.

Boston, J., Dalziel, P. and St. John, S. (eds.) (1999) *Redesigning the Welfare State in New Zealand*.

Cheyne, C., O'Brien, M. and Belgrave, M. (2000) *Social Policy in Aotearoa/New Zealand* 2<sup>nd</sup>. Ed.

A book edited by Lunt, O'Brien and Stephens on Post-1999 welfare reform in New Zealand may be available by the end of the course.

## **Materials and Equipment**

Apart from the Course Notes, no additional materials or equipment are required for this course.

## **Assessment Requirements**

<b>Assignment</b>	<b>Due Date</b>	<b>Length</b>	<b>Weight</b>
Essay ONE	Friday 12 October 2007	3000 words	30%
Policy Memo	Friday after class presentations	1200 words	20%
Essay TWO	Monday 10 December 2007	5000 words	50%

### **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 the issues of ‘social inheritance’.

#### **OR**

- (b) Critically evaluate the move to a single core benefit. Discuss the policy issues that need to be resolved in this move to a single core benefit.

### **POLICY MEMO**

Each student will present a 10-15 minute presentation, starting from Topic 2 in Module 1, related to that modular topic. Depending upon class numbers, there should be 1 or 2 presentations per topic.

The presentation will be based either on addressing a stage in the policy process on a particular topic, or discussing policy development in an issue within a topic or using overseas research or evaluation to consider the direction of New Zealand policy (for instance, looking at the implications of the 1990s baby blip for labour market policy, or management issues in integrating CYF into MSD, or the effects of Kiwi Saver, or discussing the appropriate structure of additional payments for people with disabilities).

This presentation will turn into a Policy Memo, discussing the major policy problem in the particular area, criteria for evaluation and policy options. It should be emailed to [bob.stephens@vuw.ac.nz](mailto:bob.stephens@vuw.ac.nz) by the Friday following the presentation (i.e. a week later).

## **ESSAY TWO**

Whilst this is an essay topic, it starts as a group project. The class will be divided into groups of about 4 students. The group will organise themselves in order to analyse the issues, for presentation to the class in the final session. The presentation will be roughly 30 minutes long (depending upon number of groups), with time for questions.

Each student will write an individual essay, which can draw on the communal work but also needs to extend the communal work into a full policy-based essay.

***TOPIC(S) – to be ANNOUNCED***

**Please submit Essays One and Two IN HARD COPY to:**

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

**Please submit the Policy Memo by emailing it to [bob.stephens@vuw.ac.nz](mailto:bob.stephens@vuw.ac.nz) by the Friday following your presentation (i.e. a week later).**

**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;
3. Make an individual presentation for the Policy Memo, and
4. Be involved in the Group class presentation.

### **Communication of Additional Information**

Information concerning the course will be posted on 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.