

**School of Government**

**MAPP 526**  
**POLICY TOOLS AND PRACTICE**  
(15 Points)

**Trimester One 2008**

**COURSE OUTLINE**

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**Contact Details**

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**Module Dates, Times and Locations**

<b>Module One:</b>	Thursday 21 February 2008	8.30am – 6.00pm
<b>Module Two:</b>	Thursday 17 April 2008	8.30am – 6.00pm
<b>Module Three:</b>	Thursday 5 June 2008	8.30am – 6.00pm

**Locations:** Classes will 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 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.

By the end of this course, you 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 and interpretive tasks
- Be able to address analytic challenges due to risk and uncertainty

These objectives are assessed through short answers to problems or questions on each of the main topics covered in the course. Further objectives are relayed in the descriptions of the sessions.

## **Course Content**

Below is an outline of the course topics. More specific preparation notes will be made available to you in advance of each module.

### Module 1 (Thursday 21 February 2008):

- Determining evidence requirements
- Overview of qualitative and quantitative methods
- Consultation

### Module 2 (Thursday 17 April 2008):

- Introduction to key concepts in statistics and probability
- Estimating population information from samples
- Interpreting statistical tests

### Module 3 (Thursday 5 June 2008):

- Visualizing data to understand and communicate statistical concepts
- Cost-benefit analysis and cost-effectiveness analysis
- Risk and uncertainty

## **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**

No group work is required outside of class meetings, and there is no assessment associated with in-class group work.

## **Readings**

There is no textbook for this course. A reading packet will be supplied, with contents marked with an asterisk (\*) below. In addition, you will be directed to some internet sites as part of your preparation for class sessions. Some of these are in the list below. Additional materials may be made available, at no cost to you, during class sessions, or as part of assessment exercises.

### For Module 1 (Thursday 21 February 2008):

- \* Annette Boaz and Ray Pawson. (2005, April). The perilous road from evidence to policy: five journeys compared. *Journal of Social Policy* 34 (2), 175-94.
- \* Greg Marston and Rob Watts. (2003, March). Tampering with the evidence: A critical appraisal of evidence-based policy-making. *The Drawing Board: An Australian Review of Public Affairs*, 3(3), 143-163.
- \* David T. Ellwood. (2003, June). From research to social policy and back again: Translating scholarship into practice through the starry eyes of a sometimes scarred veteran. *Social Policy Journal of New Zealand*, 20, 6-28.
- \* Sue Mayer. (2007). Using evidence in advocacy. In A. Thomas and G. Mohan (Eds.), *Research skills for policy and development*. London: Sage, pp. 254-274.
- \* J.W. Knopf, (2006). Doing a literature review. *PS Political Science and Politics*, 39(1), 127-132.
- \* William N. Dunn. (2004). Forecasting expected policy outcomes. In *Policy Analysis: An Introduction (3<sup>rd</sup> Ed.)*, Upper Saddle River, NJ: Pearson Education, pp. 129-214.
- \* Alan Bryman. (2004). The nature of qualitative research. In *Social research methods (2<sup>nd</sup> Ed.)*, Oxford University Press, pp. 265-289.
- \* T. Greenhalgh and R. Taylor. (1997). How to read a paper: Papers that go beyond numbers. *British Medical Journal*, 315, 740-743.
- \* OECD. (1997). *Consultation and communications*. Paris: OECD, pp. 7-27.

Sherry Arnstein. (1969, July). A Ladder of Citizen Participation. *Journal of the American Planning Association*, 35(4)5, 216-224. <http://lithgow-schmidt.dk/sherry-arnstein/ladder-of-citizen-participation.html>.

For Module 2 (Thursday 17 April 2008):

\* Richard Arnold, Introductory Statistics. Notes prepared for MAPP 526.

[www.statisphere.govt.nz](http://www.statisphere.govt.nz) and [www.stats.govt.nz](http://www.stats.govt.nz)

*Principles and Protocols for Producers of Tier 1 Statistics*,  
[www.statisphere.govt.nz/about-official-statistics/principles-and-protocols-for-producers-of-tier1-statistics/default.htm](http://www.statisphere.govt.nz/about-official-statistics/principles-and-protocols-for-producers-of-tier1-statistics/default.htm)

For Module 3 (Thursday 5 June 2008):

The Treasury (NZ) (2005, December). Cost-benefit analysis primer. Available at:  
[www.treasury.govt.nz/publications/guidance/costbenefitanalysis/cba-primer-v12.pdf](http://www.treasury.govt.nz/publications/guidance/costbenefitanalysis/cba-primer-v12.pdf)

\* Commonwealth of Australia, Department of Finance and Administration. (2006, January). Handbook of cost-benefit analysis, pp. 94-96; 108-114; 118-119.

\* Environmental Risk Management Authority (ERMA New Zealand). (2002). Approach to risk. ER-OP-03-02 12/02. Wellington: ERMA.

\* Joshua T. Cohen. (2006). Matters of the heart and mind: Risk-risk tradeoffs in eating fish containing methylmercury. *Risk in Perspective*, 14(1).

## **Materials and Equipment**

You will need a basic calculator.

## **Assessment Requirements**

There are three assignments, relating to material covered on each of the three module days. Each assignment will be handed out in class, and will include questions relating to the topics covered in the session. 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](mailto:amanda.wolf@vuw.ac.nz) by the deadline. Receipt will be acknowledged.

<u>Class meeting date</u>	<u>Assignment due date (5.00pm)</u>	<u>Weight</u>
Thursday 21 February 2008	Tuesday 25 March 2008	40%
Thursday 17 April 2008	Monday 12 May 2008	35%
Thursday 5 June 2008	Friday 20 June 2008	25%

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

## **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 or information on changes will be conveyed to you by email to all class members. If you want your email address to remain confidential, you should note this on the email sign-up list circulated on the first day of class.

## **Withdrawal Dates**

Students giving notice of withdrawal from this course after **Monday 3 March 2008** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Friday 30 May 2008** 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 on the ground floor (EA 005). This counter is the first point of contact for:

- 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 on-line 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.

### 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 or go to [www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)

For information on the following topics, go to the Faculty's website [www.victoria.ac.nz/fca](http://www.victoria.ac.nz/fca) under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- 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 telephone (04) 463 6015. To contact the Pacific Support Coordinator, email [pacific-support-coord@vuw.ac.nz](mailto:pacific-support-coord@vuw.ac.nz) or telephone (04) 463 5842.