

School of Government

PADM 502
DESIGNING PUBLIC POLICIES & PROGRAMMES
(24 POINTS)

Trimester Two 2008

COURSE OUTLINE

CONTACT DETAILS

Victoria University of Wellington

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Course Dates, Times and Location

Residential course – Students choose to attend one of the following weeks:

Wellington: 16 – 20 June 2008

Brisbane: 23 – 27 June 2008

Perth: 7 – 11 July 2008

Withdrawal Dates

Withdrawal notice must be in writing to School of Government, Victoria University of Wellington. Ceasing to attend or verbally advising a member of staff will not be accepted as notice of withdrawal.

Withdrawal with a refund. Students giving notice of withdrawal after these dates will remain liable for fees:

Wellington by 17 June 2008; Brisbane by 24 June 2008; Perth by 8 July 2008

Withdrawal without a refund: Withdrawals after these dates require Associate Dean approval (no refund). Please note you need to have not already failed the course, and have a valid reason for not withdrawing in time. Students are regarded as having failed the course unless the Associate Dean gives approval to withdraw.

Wellington by 22 July 2008; Brisbane by 29 July 2008; Perth by 12 August 2008

Course Objectives, Course Content, Expected Workload, Group Work, Readings, Materials and Equipment, Assessment Requirements, Penalties, Mandatory Course Requirements, Communication of Additional Information

Refer to the subject outline supplied by ANZSOG.

FACULTY OF COMMERCE AND ADMINISTRATION OFFICES, VICTORIA UNIVERSITY

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 (EA005). 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 <<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

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

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

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.

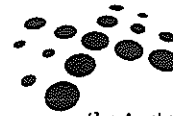
Find out more about plagiarism, and how to avoid it, on the University's website:

www.victoria.ac.nz/home/studying/plagiarism.html

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 or phone (04) 463 6015. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.



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School of Government

DESIGNING PUBLIC POLICIES AND PROGRAMS 2008

Subject Outline

Subject Overview

Designing public policies and programs has long been recognised more as art and craft than science. Advisers try to bring evidence-based analytical perspectives to public issues of the day in a context in which they must take account of the authorising environment, ideological and political preferences and perspectives, existing policy commitments and international best practice. Professor Aaron Wildavsky, a well-known teacher of policy studies, described the job of policy advisers as 'speaking truth to power', though what is truth and the public interest will often be contested. Our democratic Westminster traditions require government advisers to balance out the dual roles of implementing the decisions of politicians while also providing analytically sound and professional policy advice which is frank and fearless.

Designing Public Policies and Programs will give attention to the growing complexity of policy issues and the need for government policy advisers to connect to key actors and institutions at both national and international levels. The course builds on and extends existing models and approaches to policy analysis and advisory work, including Professor Eugene Bardach's 8-step path to successful problem solving, the Bridgman and Davis policy cycle model, and the Mayer, van Daalen and Bots policy hexagon approach. An integrated approach is discussed in DPPP which adopts a policy systems focus, applies tools and methods to analyse complex issues, and encourages a wide range of policy options to be generated.

The course will consider the attributes of value-adding policy analysis, including strategies for enhancing policy capability and performance.

The subject will be taught as a one week intensive in three centres:
Wellington (16-20 June), Brisbane (23-27 June) and Perth (7-11 July).

Learning Outcomes

Students completing this subject will:

- Develop a better understanding of policy systems in Australia and New Zealand and their strengths and weaknesses;
- Learn about different concepts, theories and models of policy analysis and advising, including relationships to policy practice;
- Reflect on the role of government in society and the implications of this for public sector policy and management systems;
- Explore different approaches to framing issues and designing policy options – drawing on various policy tools, methods and smart practices;
- Consider the concept and assessment of 'quality' and 'value' in policy analysis and advising;
- Examine some contemporary policy issues and how various approaches can be applied;
- Become more aware of the capabilities required to deliver 'value-adding' policy analysis and advice;
- Consider approaches and strategies for enhancing the performance of the policy system.

Plan for the One Week Intensive

The course will provide students with knowledge and insights about policy development which enhance their ability to provide value-adding policy analysis and advice. Syndicates will have 'hands on' experience working on a policy issue and will provide progress reports on project work on Tuesday and Thursday afternoons. The course design facilitates opportunities for shared learning and networking.

During the week, students will be encouraged to engage in "critical reflection", which encourages thinking beneath the surface: to seek out, query, and suggest possible answers to interesting or challenging questions, assumptions and controversies, and to link different ideas together in insightful ways. The reflective practitioner draws on personal experiences, ideas, intuitions and ideals.

About the Faculty

To achieve a wide range of learning outcomes in an intensive course, the teaching of the core topics will be done by the Subject Leader, Professor Claudia Scott, and by Dr Karen Baehler, a Senior Lecturer from the School of Government, Victoria University of Wellington. This approach provides the opportunity for students to work on and experience a much wider range of policy issues than would otherwise be possible. Claudia and Karen are collaborating on a book on policy analysis and advising in Australia and New Zealand, which will be published by University of New South Wales Press.

The cohort will participate in whole group activities as well as syndicate and discussion groups. Different teaching formats aim to facilitate learning from group interactions as well as meeting individual learning requirements.

Outline of Sessions

The broad learning outcomes and structure of the subject have been discussed above. A brief outline of sessions, including pre-circulated readings, is provided below. There will be some minor differences in the topics covered across the three intensives.

Pre- Reading Pack

The pre-reading pack contains:

- A subject guide and information on assessment tasks and due dates.
- Selected pre-reading material, both foundational and related to the topic set for the syndicate assignments. Other readings may be distributed at the intensive.

Pre-reading Priorities

You have been assigned to a syndicate group and policy topic area. Materials to support the syndicate project work have been included.

This Reading Pack contains a significant amount of reading which should be done in preparation for the Designing Public Policy and Programs subject. We would like you to read as thoroughly as you can before the program and suggest the following priority order for the readings.

1st The readings which relate to the first individual assignment and the syndicate work.

- Australian Public Service Commission (2007) *Tackling Wicked Problems: A Public Policy Perspective*, Canberra: APSC, pp .1-16 and 23-27.
- Howlett, B. and Ramesh, M. (1995) '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.
- Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway, Public Service Curriculum Exchange.
- Mayer, I. Van Daalen, C. Bots, P. (2004) 'Perspectives on Policy analysis: A framework for Understanding and Design', *International Journal of Technology, Policy and Management* 4.2: 169-91.

- Althaus, C., Bridgman P. Davis G. (2007) 'The Policy Cycle', in *The Australian Policy Handbook* (4th edn), Crows Nest: Allen & Unwin, pp. 32-42.

2nd These readings provide you with general background on the main themes to be treated in syndicate topic areas.

- Craik, J. (2005) 'Dilemmas in Policy Support for the Arts and Cultural Sector' *Australian Journal of Public Administration* 64.4: 6-20.
- Ham, C. and Honingsbaum, F. (1998) 'Priority Setting and Rationing Health Services', in R. Saltman et al (Eds), *Critical Challenges for Health Care Reform in Europe*, Oxford University Press, pp. 113-134.
- MacCoun, R., Reuter, P. and Shelling, T. (1996) 'Assessing Alternative Drug Control Regimes', *Journal of Policy Analysis and Management* 15.3: 330-352.
- Wanna, J. and Withers, G. (2000) 'Creating Capability: Combining Economic and Political Rationalities in Industry and Regional Policy', in G. Davis and M. Keating (Eds), *The Future of Governance*, Allen & Unwin.

3rd The package of extra readings for your syndicate policy topic. Skim these quickly (2-3 hours) before moving to priority 4.

4th The required readings (those with a *) for each session topic in the order they are enclosed.

Note: As time permits, spend additional time on syndicate readings and on recommended readings for session topics.

Session Topics and Readings

1. Understanding Policy and Policy Systems

*Colebatch, H. (2002) 'What Do They Say About It?' in *Policy*, Buckingham: Open University Press, pp. 82-95.

*APSC (2007) *Tackling Wicked Problems: A Public Policy Perspective*, pp. 1-16 and 23-37.

*Howlett, B. and Ramesh, M. (1995) '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.

*U.K. Cabinet Office (2007) *The Strategy Survival Guide* (excerpt).

2. Policy Analysis and Advising

*Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway, Public Service Curriculum Exchange.

*Althaus, C., Bridgman P. Davis G. (2007) 'The Policy Cycle', in *The Australian Policy Handbook* (4th edn), Crows Nest: Allen & Unwin, pp. 32-42.

Roberts, N. (2002) Wicked Problems and Network Approaches to Resolution, *International Public Management Review* 1.1: 1-19.

*Mayer, I. Van Daalen, C. Bots, P. (2004) 'Perspectives on Policy analysis: A framework for Understanding and Design', *International Journal of Technology, Policy and Management* 4.2: 169-91.

*Prasser, S. (2006) *Providing Advice to Government*, 24 pp.

3. Framing Policy Issues: The Role of Government

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

*Heywood, A. (2002) 'Political Ideology', chapter 3 in *Politics* (2nd edn), Palgrave.

Goldsmith, S. and Eggers, W. (2004) *Governing by Network: The New Shape of the Public Sector*, Brookings Institution, pp. 3-24.

*Barker, G. (2000) 'The Role of Government', in *Cultural Capital and Policy*, Canberra: Centre for Law and Economics, Australian National University, pp. 29-54.

*Adams, D. and Hess, M. (2001) 'Community in Public Policy: Fad or Foundation?' *Australian Journal of Public Administration* 60.2: 13-23.

*Woolcock, M. (2001) 'The Place of Social Capital in Understanding Social and Economic Outcomes,' *Canadian Journal of Policy Research* 2.1: 11-17.

Kelly, G., Mulgan, G. and Muers, S. (2002) *Creating Public Value: An Analytical Framework for Public Service Reform*, UK Cabinet Office (skim).

Australia 2020 Summit (2008) *Governance*. 14 pp.

4. Scoping Problems and Opportunities

- *Baehler, K. (2004) 'Intervention Logic', *Public Sector* 25.3: 14-20
- *Brassard, M. and Ritter, D. (1994) 'Affinity Diagram,' and 'Cause & Effect/Fishbone Diagram,' in *The Memory Jogger*, Salem, NH: Goal/QPC.
- *Bellinger, G. (2004) 'Archetypes: Interaction Structures of the Universe,' at <http://www.systems-thinking.org/arch/arch.htm>
- *Coyle, G. (2004) 'Unravelling Complexity', *Practical Strategy: Structured Tools and Techniques*, pp. 18-34 (skim).
- *APSC (2007) *Changing Behaviour: a Public Policy Perspective*, pp. 9-20.
- *Australian Productivity Commission (1999) *Australia's Gambling Industry*, Canberra (summary).

5. Working in a Contested Policy Environment: Case Study – New Bedford Harbor

- *Case study: 'New Bedford Harbor' (A).

6. Values and Criteria in Policy Analysis

- *Weimer, D. and Vining, A. (2005) 'Toward Professional Ethics', *Policy Analysis: Concepts and Practice*, pp.43-57.

7. Linking Policy Problems to Policy Instruments

- *Tables: Matching Policy Instruments to Policy Problems.
- *Packet of matrices from Weimer and Vining (1999) (on the radio spectrum, traffic congestion in a central business district, and Canadian fisheries).
- *Birkland, T. (2005) *An Introduction to the Policy Process*, Armonk: ME Sharpe, pp. 170-77.

8. Ministers and their Advisers

- *Tiernan, A. (2007) 'New actors, new politics, new problems', in *Power Without Responsibility: Ministerial Staffers in Australian Governments from Whitlam to Howard*. Sydney: UNSW Press.
- *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 Shaw, R. (2003) 'A Third Force? Ministerial Advisers in the Executive,' *Public Sector* 26.3: 7-13.

9. Working Together with Individuals and Organisations

- *<http://www.apsc.gov.au/mac/connectinggovernment.htm>
Ministerial Advisory Committee Report. Read the summary and quickly skim the good practice guide.

*APSC (2007) *Tackling Wicked Problems: A Public Policy Perspective*, pp.17-22.

*IAP2 (2007) *IAP2 Spectrum of Public Participation* (1 p), see: <http://www.iap2.org> for further information.

*WA Department of Premier and Cabinet (2006) *Working Together: Involving Community and Stakeholders in Decision-Making*, executive summary. See www.citizenscape.wa.gov.au for full report and further information.

Huxham, C. (2003) 'Theorizing Collaboration Practice', *Public Management Review* 5.3: 401-423.

10. Policy Implementation

This topic examines policy implementation and its role in the policy development process.

*Case Study: 'New Zealand's Meningococcal Vaccine Strategy' (A)

Department of Premier & Cabinet (2007) *Guide to Preparing Implementation Plans*.

11. Strategic Thinking and Conversation

*Lawrence, E. (1999) *Strategic Thinking*, Public Service Council of Canada.

12. Value-creating Policy Advice

This session poses the question of how to judge whether policy advice adds value to decisionmaking. It considers the knowledge, skills and competencies required to create quality policy advice.

*Behm, A., Bennington, L. and Cummane, J. (2000) 'A Value-creating Model for Effective Policy Services', *Journal of Management Development* 19.3: 162-78.

*Scott, C. (2005) 'Value-Adding Policy Analysis and Advice: New Roles and Skills for the Public Sector', *Policy Quarterly* 1.3: 10-15.

13. Building Policy Capability and Performance

This session considers the challenges of building policy capability in public service organisations and the need to incorporate policy performance into performance management systems.

*Bochel, H. and Duncan, S. (2007) 'Introduction', in H Bochel and S Duncan (Eds.) *Making Policy in Theory and Practice*, Bristol: The Policy Press, pp. 1-20.

Lindquist, E. (2001) 'Building Policy Capacity in Government: Evaluating Recruitment Strategies', in *Public Sector*, 24. 2: 8-10.

*State Services Commission (1999) *High Fliers: Developing High Performing Policy Units*, Occasional Paper No. 22, Wellington: State Services Commission, December.

Syndicates

All syndicates will be comprised of 5-7 students and each syndicate will be assigned a particular topic prior to the intensive. Syndicate groups will meet together to work on their projects during the intensive and will make presentations on Tuesday and Thursday afternoons. The first presentation will scope their issue by applying some policy tools; the second will present an outcomes matrix of policy options and criteria.

Attendance Requirements

You are expected to attend all scheduled sessions as this is important to achieve your learning outcomes and assist you with your assessment tasks. Where absence is unavoidable, notification to the subject leader and the ANZSOG Student Coordinator is required in writing as soon as possible. You will be asked to give reason for your non-attendance. Work commitments will not be an acceptable reason. In the event of an absence of up to 20% of sessions, you will be requested to submit additional assessment in lieu of missed work. If the absence is more than 20% of sessions, you will be required to repeat the subject, including all assessable work. Should this occur, the results may be recorded as a fail at your university and you would then be liable for payment of the repeated subject.

Assessment

Under ANZSOG policy, grades will be moderated to a common mean in order to establish consistency across locations.

Assignments should be submitted directly to ANZSOG by C.O.B on the date due, unless otherwise stated. Submit your assignments at assignment@anzsog.edu.au. You will receive confirmation of receipt within a day of submission.

Non-completion / late submission of assessment

All assessable work is compulsory and completion of all components of assessment is required to pass the subject. If, because of illness, a participant is unable to complete work or complete the exam at the scheduled time, a medical certificate must be produced. Other exceptional circumstances (e.g. bereavement, highly abnormal work obligations) affecting capacity to complete assessment should be discussed with the lecturer and separate or make-up assessment may need to be substituted to achieve the same learning outcomes. Supporting attestation, for example a work supervisor's written explanation, may be required. Penalties will apply where no adequate exception is established. Refer below for procedure.

Timely completion of assessable work is also expected. A penalty of 5% of the total mark for an item of assessment will be applied for each day late unless waiver for good reason is arranged with the subject leader beforehand. The ANZSOG Student Guide, given to all students, states:

Extensions are normally granted only for medical or other serious reasons. Work related reasons are not normally accepted, as all students are required to balance hectic work schedules and are advised at the commencement of each subject of assessment requirements.

Applications for exception or extensions must be made before the due date. Students should complete the EMPA application for assessment extension form that can be found on the ANZSOG website and email it to Linda Losanno, the Student Coordinator (l.losanno@anzsog.edu.au) who will consult the Subject Leader and the student will be contacted about any decision reached.

Word limits

Please record the word count on the front of your essay. Note that text in excess of any stipulated word length will be ignored by the instructor. Word count does not include footnotes, references or appendices, but excessive use of supplementary material in turn may be penalised.

Referencing

In all assessable work, full acknowledgement of sources used is required - both for general referencing and for quotation. This includes acknowledgement of any internal documents or web sources relied upon. Where extracts are used directly, these must be quoted and cited. Where ideas are relied upon more broadly, referencing is still needed. Please include a full reference list at the end of the assignment, listing in alphabetical order all references cited in the assignment, and in a standard format. The Harvard citation style is preferred. Alternatively as a guide for adopting a style for your references, choose a style adopted from one of the articles listed in the Reading Pack and follow that.

Plagiarism

Plagiarism remains unacceptable in any format for the purposes of this subject. Students should be aware that software (eg "Turn-it-in") may be used at the discretion of ANZSOG to review material submitted. Serious penalties may be applied in cases of plagiarism.

Return of marks and Assignments

ANZSOG is aiming at assessment turn-around of 2-3 weeks for the smaller assignment and the syndicate group project. The final individual assignment will not be marked until the completion of the subject in all locations. You can expect the marks for this around mid September.

First individual assignment

Topic: Identify a policy issue which relates to your organisation/position(or alternatively, one you are familiar with). Describe the policy system in which it resides – including key actors and institutions. Define the role(s) of government (and others), and comment on theories and practices which shape current policy choices. How successful is this policy in delivering desired outcomes?

Length: Maximum 1000 words, typed on A4, double-spaced, with ample margins

Date due: Submitted 9:30 am on the first day of the intensive

Marks: 20%

Second individual assignment

Select **one** from the following four topics:

1. Drawing on appropriate literature, identify three major problems which contribute to poor performance in policy advising in your jurisdiction. Analyse one of these problems in depth: look at the systemic causes; develop alternative options for addressing the issue; and evaluate the strengths and weaknesses of different approaches.
2. Select two approaches to policy analysis and compare their particular strengths and weaknesses. Then propose some changes to overcome limitations of these models. Suggest the specific context in which each approach should be applied.
3. It is often said that the public sector is suffering from a lack of policy capability. Does the evidence support this conclusion? Identify two capabilities which are critical to enhance policy

performance in your jurisdiction. Outline how these capabilities can be improved, and the effects of doing so on policy outcomes.

4. Select a wicked issue. Explain why it is wicked and what this means in terms of designing policies and programs to achieve outcomes. Draw on research and experiences in other jurisdictions to design some new policy options for consideration. Identify some specific tools and methods which are likely to assist you in this task.

Length: Maximum 2000 words, typed on A4, double-spaced, with ample margins

Date due: See "due dates for assessments" table below

Marks: 40%

Syndicate Assignment

This assignment will be linked to four different policy areas: priority setting in health care; arts and cultural policy; methamphetamine policy; and industry policy. Students will be notified of their syndicate topic prior to the intensive and additional background reading will be supplied. They will receive further advice during the module about narrowing down the topic area for purposes of analysis.

The context for the assignment is that policy advisers and analysts have been asked to prepare a briefing paper which offers some fresh new approaches for this policy area. Decisionmakers are keen to see options which reflect diversity in the framing of the issue and seek options which vary with respect to the role(s) of government and the private and community sectors.

On Tuesday afternoon, each syndicate will present its initial work on scoping the issue, making use of some policy tools. Syndicate presentations will be a maximum of 10 minutes, to allow ample time for questions and comment from the audience. On Thursday afternoon, syndicate groups will report on their progress in developing a set of policy options and criteria in the form of an outcomes matrix and respond to questions from other participants.

Recognising that more information and research is needed to complete the analysis, a 4000 word written report will be submitted as the second part of the syndicate assignment to develop the policy thinking further.

You are encouraged to design and present a robust analysis to help decisionmakers make choices and understand trade-offs including contingent, "if-then" recommendations. The final major report may or may not recommend a particular course of action as preferred to all others.

Length: Maximum 4000 words, typed on A4, double-spaced

Date due: See "due dates for assessments" table below

Marks: Syndicate presentation one (5%); presentation two (10%); written assignment (25%).

Due Dates for Assessments

Wellington (16-20 June)

Task	Length	Marks	Due date
First individual assignment	1000 words	20%	16 June
Syndicate assignment (2 parts)			
• Two presentations	(10/15 mins + questions)	15%	17 & 19 June
• Written report	4000 words	25%	21 July
Second individual assignment	2000 words	40%	11 August

Brisbane (23-27 June)

Task	Length	Marks	Due date
First individual assignment	1000 words	20%	23 June
Syndicate assignment (2 parts)			
• Two presentations	(10/15 mins + questions)	15%	24 & 26 June
• Written report	4000 words	25%	28 July
Second individual assignment	2000 words	40%	18 August

Perth (7-11 July)

Task	Length	Marks	Due date
First individual assignment	1000 words	20%	7 July
Syndicate assignment (2 parts)			
• Two presentations	(10/15 mins + questions)	15%	8 & 10 July
• Written report	4000 words	25%	11 August
Second individual assignment	2000 words	40%	1 September

Following the intensive, assessment tasks should be submitted to ANZSOG by email attachment to assignment@anzsog.edu.au. Please ensure the cover sheet is included **within** the document.