

**School of Government**

**PADM 510**  
**APPROVED PERSONAL COURSE OF STUDY**

**Taught with MAPP 555**  
**SOCIAL POLICY**  
**(24 Points)**

**Trimester Two 2008**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:**      **Associate Professor Bob Stephens**  
Room RH 825, Level 8, Rutherford House, Pipitea Campus  
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 MAPP 555 in the Subject Line, to avoid the possibility of emails being deleted as SPAM)

**Administrator:**            **Darren Morgan**  
Room RH 821, 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)

**School of Government Office Hours:**      8.30am to 5.00pm, Monday to Friday

**Trimester Dates**

Monday 7 July to Saturday 8 November 2008

## **Class Times and Room Numbers**

<b>Module One:</b>	Friday 22 August 2008	8.30am – 6.00pm
<b>Module Two:</b>	Friday 17 October 2008	8.30am – 6.00pm
<b>Module Three:</b>	Friday 21 November 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.

NOTE: Modules one and two will be taught jointly with the Public Policy Honours students from PUBL 403. Module three will only contain MAPP 555 students.

## **Course Content**

The following gives a broad indication of the scope and sequencing of topics. Guest lecturers will hopefully be arranged to teach aspects of the course.

### **Module 1: Friday 22 August 2008**

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

**8.30am – 10.30am**

**Associate Professor Bob Stephens**

- 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. The Labour Market**

**11.00am – 12.30pm**

**Associate Professor Bob Stephens**

- 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. Income Maintenance**

**1.30pm – 3.30pm**

**Associate Professor Bob Stephens**

- 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. Single Core Benefit**

**4.00pm – 6.00pm**

**Associate Professor Bob Stephens**

- Replacing the categorical approach in Tier 1
- Issues of entry into system, level of benefit, abatement rates, entitlement rules
- Fiscal costs, impact of recession
- Simplicity or is complexity just relocated

**Module 2: Friday 17 October 2008**

**5. Assistance to Families with Children**

**8.30am – 10.30am**

**Associate Professor Bob Stephens**

- Rationale for alleviating, solving child poverty
- Universal or targeted assistance
- In-work benefits
- Working for Families / Future Directions
- Criteria for Evaluation

**6. Welfare to Work**

**11.00am – 12.30pm**

**Associate Professor Bob Stephens**

- Types of welfare-to-work schemes
- Criteria for evaluation
- Working New Zealand, Jobs Jolt and DPB Evaluation
- Role of case management
- Ireland and US - comparison with NZ

**7. Ethnic and Demographic Effects**

**1.30pm – 3.30pm**

**Dr Paul Callister (IPS)**

- 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

**8. Poverty**  
**4.00pm – 6.00pm**  
**Associate Professor Bob Stephens**

- 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
- Duration and dynamics of poverty

**Module 3: Friday 21 November 2008**

**9. Student Presentations**  
**8.30am – 10.30am**  
**Associate Professor Bob Stephens**

- Reporting back from the groups

**10. Superannuation Policy**  
**11.00am – 12.30pm**  
**Associate Professor Bob Stephens**

- 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

**11. Accident Compensation and Disability Policy**  
**1.30pm – 3.30pm**  
**Associate Professor Bob Stephens**

- 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

**12. Housing**  
**4.00pm – 6.00pm**  
**Associate Professor Bob Stephens**

- 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

## **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, accident compensation 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.

By completion of the course, students should have understanding 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 value of the social development / social investment approach, enabling people to achieve their objectives, with positive labour market activation rather than work enforcement
- 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.
- The uneasy relationship between insurance-based ACC and tax-funded social security.
- Attempts to improve the efficiency and equity of social policy.
- The role of evaluation in social policy, especially the Working for Families package.
- The interrelationships between economic and social policy.
- The strengths and weakness of different policy instruments to achieve goals, and ways to measure outcomes.
- 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.

PADM candidates are expected to achieve these learning outcomes at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation;

demonstrating synthesis, contextuality and multidisciplinary in thinking), and will be assessed on that basis.

## **Expected Workload / 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 at Module 3 (Friday 21 November 2008). This presentation is part of the mandatory requirement 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. I have asked the Library and the VUW Bookshop to get copies of:

Lunt, N., O'Brien, M. and Stephens, R. (eds.) (2008) *New Zealand, new welfare*, Melbourne, Cengage Learning.

Starke, P. (2008) *Radical Welfare State Retrenchment: a Comparative Analysis*, Palgrave Macmillan.

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.

## **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	Monday 8 September 2008	3,000 words	30%
Briefing Paper	Tuesday 28 October 2008	1,200 words	20%
Essay TWO	Monday 8 December 2008	5,000 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.

### **Briefing Paper**

The briefing paper may differ between students, depending upon their background and interests. It will take the form of a post-election briefing to an incoming Minister. The issue will be specific e.g. accommodation supplement on Welfare to Work, rather than a department’s full briefing paper.

### **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 ALL assignments IN HARD COPY to:**

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

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

**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. Contribute to the Group class presentation;
3. Attend all contact sessions of the course.

### **Communication of Additional Information**

Information concerning the course will be posted on Blackboard. Students who have difficulty accessing Blackboard should contact the ITS Helpdesk on (04) 463 5050.



## **Withdrawal Dates**

Students giving notice of withdrawal from this course after **Monday 1 September 2008** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Wednesday 19 November 2008** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

## **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.

## **Use of Turnitin**

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
- 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: including the work of others will not be considered plagiarism as long as the work 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: [www.victoria.ac.nz/home/studying/plagiarism.html](http://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](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.