

School of Government

PUBL 403
ADVANCED PUBLIC POLICY (B)
SOCIAL POLICY

Trimester Two 2008

COURSE OUTLINE

Names and Contact Details

Course Coordinator: Associate Professor Bob Stephens
Room: Rutherford House Level 8, Room 825
Phone: 04 463 5449
E-mail: Bob.Stephens@vuw.ac.nz

In e-mails, please place the course code PUBL 403 in the subject line to avoid the possibility of e-mails being deleted as SPAM.

Administrator: Mara Robertson
Room: Rutherford House Level 8, Room 821
Phone: 04 463 6599
E-Mail: Mara.Robertson@vuw.ac.nz

Class Times and Room Numbers

NOTE: Modules 4 and 5, covering topics 1-8, will be jointly taken with MAPP 555 Social Policy students. Topics 9-12 will be taken separately as just the Honours class.

Lectures: Module 4: Friday August 22, 8.30 am - 5.30 pm, room TBA.
Module 5: Friday October 17, 8.30 am - 5.30 pm, room TBA.

Four weekly lectures, week beginning September 1, 8, 15 and 22, date, time and location to be determined in consultation with students.

No Final Exam

MODULE 5

Friday October 17, 8.30 am - 5.30 pm

5. Friday October 17, 8.30 - 10.30 am

Associate Professor Bob Stephens

Assistance to Families with Children

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

6. Friday October 17, 11.00 am - 12.30 pm

Associate Professor Bob Stephens

Welfare to Work

- Types of welfare-to-work schemes
- Criteria for evaluation
- Working New Zealand, Jobs Jolt and DPB Evaluation
- Role of case management
- Ireland and U.S. - comparison with N.Z.

7. Friday October 17, 1.30 - 3.30 pm

Dr Paul Callister (IPS)

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

8. Friday October 17, 4.00 - 5.30 pm

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
- Duration and dynamics of poverty

WEEKLY CLASSES, just for PUBL 403 Students.

Note that these commence earlier than Module 2, and for you, are really Topics 5 - 8.

The actual day and time will be determined in consultation with the students depending upon their lecture schedule.

9. Week beginning September 1

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

10. Week beginning September 8

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. Week beginning September 15

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. Week beginning September 22

Associate Professor Bob Stephens

Student Presentations

- Reporting back from the groups

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 an 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.

Expected Workload

The workload for this course will be typical of that for an Honours course – i.e. about 12 hours per week. There will be the equivalent of 2 hours of lectures per week, and the remainder will be reading, class preparation, essay writing or group work for the seminar presentation.

Group Work

Students will form groups to prepare for the joint seminar presentation in September. 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 2nd Ed.*

Materials and Equipment

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

Assessment Requirements

Assignment	Due Date	Length	Weight
Essay ONE	Monday September 1	3000 words	30%
Policy Memo	Friday September 15	1200 words	20%
Essay TWO	Monday October 13	5000 words	50%

Assignments should be placed in the secure box at School of Government reception (8th floor Rutherford House) during the office hours, which are 8.30 am – 5.00 pm. The assignment box is cleared daily, and assignments will be date stamped. Students should keep a secure copy of all assignments (i.e. hard copy and e-file).

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

NOTE: This form of assessment may have to be altered depending upon class size.

Each student will present a 10-15 minute presentation, starting from Topic 2, related to that 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.

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

Penalties

Extensions may be granted to those who meet the University's aegrotat rules (e.g. medical certificate, or personal bereavement, or critical personal circumstances involving the health of a close relative or personal circumstance beyond your control). If you are having troubles let Bob Stephens know – confidentiality is guaranteed.

Essays not subject to extensions and not handed in by the due date or by the date of an extension will have their mark out of 100 reduced by 3 percentage points for each day that the essay is late. Please pass in any late essays to the lecturer concerned or to the School of Government reception so that the time and date it was received can be recorded. Essays handed in more than 5 days after the due date or after the date of an extension will not be accepted unless there are special circumstances. Essays significantly over the required length will be returned for the student to rewrite.

Mandatory Course Requirements

1. Completion of the three assignments;
2. Making an individual presentation for the Policy Memo;
3. Involvement in the Group class presentation.
(See section 2 of the Assessment Handbook).

Students who fail to satisfy the mandatory requirements for passing this course, other than the requirement to obtain a C grade overall, will not receive a graded result, and their records will show a "K" (fail due to not satisfying mandatory course requirements, even though the student's course requirements reached the level specified for a pass).

To pass PUBL 403 a student must meet the mandatory requirements and achieve at least a total of 50% over all the assessment.

Communication of Additional Information

Information concerning the course PUBL 403 will be posted on the Blackboard set up for the course. Students who have difficulty accessing Blackboard should contact Mara Robertson or the SCS Help Desk (scs-help@vuw.ac.nz or on 04 463 5050).

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 (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.

Use of Turnitin

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 Head of 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: 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

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.