

School of Government

MAPP 555

SOCIAL POLICY

(15 Points)

Trimester 2 / 2009

COURSE OUTLINE

Names and Contact Details

Course Coordinator: Associate Professor Bob Stephens
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Administrator: Darren Morgan
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Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Teaching Period: Monday 13 July to Friday 16 October 2009

There is no final exam. The course is internally assessed.

Class Times and Room Numbers

NOTE: This course is run on a WEEKLY basis and is jointly taught with PUBL 403.

Times: Every Wednesday, from 9.30am to 11.20am
Dates: Starting 15 July (the first class) to 19 August 2009
Mid-trimester break: 26 August and 2 September 2009 = No classes
Resuming 9 September to 14 October 2009 (the final class)
Location: Room RWW 129, Level 1, Railway West Wing, Pipitea Campus

Withdrawal Dates

Students giving notice of withdrawal from this course after **Friday 24 July 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Friday 25 September 2009** 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.

Course Content

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, education and income dynamics, 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.

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. Due to the possible changes in availability of visiting lectures, the order, and even course content may change if emerging policy issues develop.

NOTE: This course is run on a weekly basis in room RWW 129, Level 1, Railway West Wing, Pipitea Campus.

1. Wednesday 15 July 2009

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. **Wednesday 22 July 2009** **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
 - Immigration
3. **Wednesday 29 July 2009** **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
 - Replacing the Categorical approach in Tier 1.
4. **Wednesday 5 August 2009** **Associate Professor Bob Stephens**
Assistance to Families with Children
- Rationale for alleviating, solving child poverty
 - Universal or targeted assistance
 - In-work benefits
 - Comparative approaches to family assistance
 - Evaluation of Working for Families
5. **Wednesday 12 August 2009** **Associate Professor Bob Stephens**
Welfare to Work
- Operation of the Labour Market
 - Types of welfare-to-work schemes
 - Criteria for evaluation
 - Working New Zealand, Jobs Jolt and DPB Evaluation
 - Role of case management
6. **Wednesday 19 August 2009** **Dr. David Rae (IPS)**
An Overview of Government Spending and Taxation
- The Budget Process
 - Budget Priorities and Social Spending
 - A Case Study of the Budget Process

<< Mid-Trimester Break: No lectures on Wednesday 26 August and Wednesday 2 September 2009 >>

- 7. Wednesday 9 September 2009** **Associate Professor Bob Stephens**
Poverty in New Zealand
- Measuring poverty, social exclusion and deprivation, living standards
 - Efficiency of social security in alleviating poverty
 - Short-term alleviates and long-term solutions
 - Duration and dynamics of poverty
- 8. Wednesday 16 September 2009** **Dr. Cathy Wylie (NZCER)**
Competent Children
- Longitudinal Study on Children's Competencies
 - Impact of Family Background
 - Risks and Resilience
 - Policy Implications
- 9. Wednesday 23 September 2009** **Associate Professor Bob Stephens**
Student Presentations (1)
Reporting back from the groups
- 10. Wednesday 30 September 2009** **Associate Professor Bob Stephens**
Student Presentations (2)
Reporting back from the groups
- 11. Wednesday 7 October 2009** **Associate Professor Bob Stephens**
Accident Compensation and Disability Policy [Topic may be altered]
- Funding and incentives in ACC
 - Structure of benefit payments in ACC
 - Causes of growth in numbers on disability benefits
 - Disability, rehabilitation and work
 - Privatisation/competition in ACC
- 12. Wednesday 14 October 2009** **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

Course Learning Objectives

By completion of the course, students should be able to analyse and evaluate:

- Justifications for the role of government in social policy and the appropriate balance between government (central and local), private market, family, and voluntary sector in terms of funding, decision and provision.
- The need for strategic social policy to ensure that long-term and inter-sectoral issues and policies are analysed and developed.
- The development of children's scholastic achievement.

- 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.

Course Delivery

This course is delivered in a weekly format, and is jointly taught with PUBL 403.

Expected Workload

The expected work load for this 15 point course is 150 hours, spread evenly throughout the trimester.

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. A more detailed bibliography will be given out in the first week of classes.

The Library has 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 some sessions:

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

There is no final exam. The course is internally assessed.

Assignment	Due Date	Length	Weight
Essay ONE	Wednesday 5 August 2009	2,000 words	30%
Briefing Paper	Friday 21 August 2009	1,000 words	20%
Essay TWO	Friday 23 October 2009	4,000 words	50%

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, Pipitea Campus) 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 and be able to email it to Associate Professor Bob Stephens on request if required (partly so that he can use Turnitin if the need arises).

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

ESSAY ONE

EITHER

- (a) “Between 2000 and 2008, the New Zealand welfare state was based on a social development framework, using a social investment model combined with the guiding principles of ‘Opportunities for All’.”

Analyse whether the National-led government post 2008 has implicitly changed from this social development approach, and whether this return to ‘welfare’ is appropriate. Evaluate whether the social development approach adequately addressed the issue of ‘social inheritance’. Did the social development approach change the ‘liberal welfare state’ tag that most external commentators place upon New Zealand’s welfare state. Discuss the implications for the typology of welfare states from the National-led government’s return to ‘welfare’.

OR

- (b) The Labour-led government between 2005 and 2008 planned to move to a single core benefit. The incoming National-led government explicitly rejected this move with a preference for the existing categorical approach to income maintenance.

Evaluate whether the move to a single core benefit would have been an effective policy instrument to achieve high benefit take-up rates, facilitate entry into the workforce, provide poverty relief and allow early childhood development.

NOTE: For any student who has been involved in the development of a single core benefit, answering question (a) or (c) would be preferable.

OR

- (c) What form of income maintenance would be appropriate for a developing country?

NOTE: For international students, they can use their own country for a case study.

This topic would cover issues such as: the objectives of such a scheme; what the coverage should be (old, or families etc); how would it be funded; the level of the benefit (if any), how the benefit would be accessed; what would be the appropriate instruments for targeting (if any) of benefit receipt; what allowance would be made for the differences in access to home production for urban and rural populations; and what administrative arrangements would need to be developed to set up an income maintenance system.

BRIEFING PAPER

The Briefing Paper may differ between students, depending upon their background and interests. However, issues that the student is directly working on at work or for other courses should be excluded.

The Briefing Paper will be a guide to a Minister (in the appropriate department) about an upcoming policy issue or as part of the policy development process. The purpose of the Briefing Paper is to either provide the Minister with background information about the policy so that Minister can advise Cabinet about the issue or to indicate to the Minister that a new policy initiative will be required in this area (due possibly to a changing external environment, or new information being available).

The issue will be specific e.g. Accommodation Supplement, or Welfare to Work, rather than a Department's full briefing paper.

Topics: See separate list, to be placed on Blackboard as well as being distributed in class

ESSAY TWO

Whilst this is an essay topic, it starts as a group project. The class will be divided into groups of about 5 students. The group will organise themselves in order to analyse the issues, for presentation to the class in sessions 9 and 10. The presentation will be roughly 30 minutes long (depending upon number of groups), with time for questions.

NOTE: Attendance for the group class presentations on both Wednesday 23 September 2009 and Wednesday 30 September 2009 is a Mandatory Course Requirement.

Each student will then 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.

Topics: To be announced, see Blackboard and distributed in lectures

There is no final exam. The course is internally assessed.

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.

Penalties will be incurred for late submission of work, or for work submitted that is excessively long. Late assignments will have their mark reduced by 0.5 marks for each day it is overdue unless there is a very good reason why it was late. If there are out of town students, then two days is allowed for postage. Assignments will not be accepted that are over a week late, unless an extension has been granted. Assignments excessively exceeding the word limit will have 3 marks deducted or returned to the student for pruning.

If ill-health, family bereavement or other personal circumstances beyond your control 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. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances

permit) if you are seeking an extension. Where an extension is sought, evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Mandatory Course Requirements

1. Completion of the three assignments;
2. Attending at least 75% of the lectures; and
3. Involvement in the Group class presentation.
4. Attendance at group class presentations on both Wednesday 23 September 2009 and Wednesday 30 September 2009.

Students who fail to satisfy the mandatory course requirements for passing this paper, 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 reach the level specified for a pass).

Communication of Additional Information

Additional information will be provided on Blackboard, by email to students, or through lectures.

Other Information

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/