

**School of Government**

**MMPM 527 / MAPP 554**  
**MONITORING AND EVALUATION**  
(15 Points)

**Trimester 2 / 2009**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:** **Dr Jackie Cumming**  
Room RH 410, Level 4, Rutherford House, Pipitea Campus  
Telephone: (04) 463 6567  
Fax: (04) 463 6568  
Email: [jackie.cumming@vuw.ac.nz](mailto:jackie.cumming@vuw.ac.nz)

**Other Lecturers:** **Various guest speakers**

**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)

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

**Trimester Dates**

**Trimester Dates:** Monday 13 July to Saturday 14 November 2009

**Teaching Period:** Monday 6 July to Saturday 24 October 2009

**Class Times and Room Numbers**

<b>Module One:</b>	Thursday 9 July 2009	8.30am – 6.00pm
<b>Module Two:</b>	Thursday 3 September 2009	8.30am – 6.00pm
<b>Module Three:</b>	Thursday 22 October 2009	8.30am – 6.00pm

**Locations:** Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to each module by email.

## **Withdrawal Dates**

Students giving notice of withdrawal from this course after **Monday 20 July 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Monday 12 October 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**

This course provides an overview and analysis of monitoring and evaluation theory and practice, with a particular focus on the role monitoring and evaluation plays in public management and public policy and how monitoring and evaluation can lead to better decision-making in the public sector. The course uses international as well as New Zealand examples and case studies and will involve discussions with policy managers, policy advisors and evaluators with experience of monitoring and evaluation in New Zealand.

### **Topic 1: Setting the scene: Introduction to monitoring and evaluation in the public sector**

- The contribution of monitoring and evaluation to public management and public policy and their roles in evidence-based policy
- The context for monitoring and evaluation in the public sector in New Zealand:
  - Accountability
  - Managing for outcomes
  - Monitoring, evaluation, research and audit
  - Key monitoring and evaluation agencies in New Zealand
- The purposes and types of monitoring and evaluation approaches
- Key stages in monitoring and evaluation
- Case study: Assessing the quality of evaluations – a critique of real-world evaluations.

### **Topic 2: Methodologies and methods in monitoring and evaluation**

- An overview of methodological issues faced in monitoring and evaluation
- Determining the goals and objectives of monitoring and evaluation
- Finalising monitoring and evaluation questions
- Intervention logic
- Overall research design and methods for data collection – Qualitative, Quantitative and Mixed Methods

- An overview of key data sources and the analysis and interpretation of data – including Documents, Interviews / Focus Groups, Observations, Surveys, Administrative and National Statistical Data Sets, and Outcomes Measurement
- Synthesising findings and reaching conclusions about the findings
- Comparative analyses using other national and international sources of evidence.

### Topic 3: Good practice in monitoring and evaluation

- Planning and managing monitoring and evaluation
- Working with evaluators in-house and contracting external evaluators
- The role of the evaluator
- Ethical and cultural issues in evaluation in New Zealand – Ethical practice and processes; Māori, Pacific and Indigenous perspectives; and Cultural and community perspectives
- Evaluating value-for-money
- Reporting and dissemination.

## **Course Learning Objectives**

The course will help participants to:

- Understand the role that monitoring and evaluation plays in public management and public policy.
- Understand the different purposes and types of monitoring and evaluation, their strengths and weaknesses, and how they answer key public management and policy questions.
- Increase their understanding and use of monitoring and evaluation information, in particular around monitoring and evaluation design and the key methodologies and methods used in monitoring and evaluation.
- Improve project management and commissioning of monitoring and evaluation.

## **Course Delivery**

This course is delivered in a modular format, which includes a minimum of 24 hours contact. The 24 hours are broken up into three separate days of eight hours each (a ‘module’). There are three modules in the course with approximately five to six weeks between each module. Attendance is required at all three modular teaching days (8.30am – 6.00pm).

## **Expected Workload**

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.

## **Readings**

A reading list is attached. Participants are provided with a coursebook which includes the essential readings for the course. Some material is also available on the World Wide Web; these are listed with the web site addresses. Additional reading for the assessment requirements and for interest is also set out on the reading list.

## **Assessment Requirements**

There are three items of assessment. They are:

<b>Item</b>	<b>Marks</b>	<b>Due</b>
Case Study One (2,500 words)	40%	Monday 17 August 2009
Case Study Two (4,000 words)	50%	Monday 2 November 2009
Attendance and Participation	10%	Credit will be given for individual and group participation during the course

**Case study topics and instructions will be provided at Module One.**

**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.**

*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.*

## **Mandatory Course Requirements**

Submit or participate in all pieces of assessment required for this course.

## **Class Attendance**

The School expects you to attend all three modules for the course. If, before enrolment for a course, you are aware that you will not be able to attend a module, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend a module or a significant part of a module (i.e. more than two hours in any given day), you must advise the course coordinator before the module explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

## **Deadlines and Failure to Meet Due Dates**

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 will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

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.

## **Communication of Additional Information**

Additional information may be provided in class, by post, by email or via Blackboard.

## **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/](http://www.victoria.ac.nz/st_services/mentoring/)

## **MMPM 527 / MAPP 554 Monitoring and Evaluation**

### **Reading List for 2009**

There is no set textbook for this course, with the key readings for the course supplied in the course book. However, students may wish to consult the following, available at the Victoria University Libraries. Selected chapters from these books are included in the readings supplied, but each book has a significant amount of additional useful material which is worth consulting, in particular for the case study reports which make up the assessment for this course.

Patton, M.Q. (2002). 3<sup>rd</sup> Edition. Qualitative Research and Evaluation Methods. Thousand Oaks, Sage Publications Ltd.

Davidson, C. and Tolich, M. (2003). Social Science Research in New Zealand: Many Paths to Understanding. Rosedale, Pearson Education New Zealand.

Lunt, N., Davidson, C., and McKegg, K. (Eds). (2003). Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson Education New Zealand.

Punch, K.F. (2005). 2<sup>nd</sup> Edition. Introduction to Social Research: Quantitative and Qualitative Approaches. London, Sage Publications Ltd.

Creswell, J.W. (2007). 2<sup>nd</sup> Edition. Qualitative Inquiry and Research Design: Choosing Among Five Approaches. California, Sage Publications Ltd.

Creswell, J.W. and Plano Clark, V. L. (2007). Designing and Conducting Mixed Methods Research, California, Sage.

Alasuutari, P., Bickman, L., Brannen, J. (Eds.) (2008). The Sage Handbook of Social Research Methods. London, Sage Publications Ltd.

Numbered readings are in the course book.

## Topic 1

### Setting the scene: Introduction to monitoring and evaluation in the public sector

#### *Readings provided in course book:*

1. Campbell, S., Benita, S., Coates, E., Davies, P., Penn, G. (2007). Analysis for Policy: Evidence-based Policy in Practice. London, Government Social Research Unit. [http://beta.civilservice.gov.uk/Assets/Analysis%20for%20Policy%20report\\_tcm6-4148.pdf](http://beta.civilservice.gov.uk/Assets/Analysis%20for%20Policy%20report_tcm6-4148.pdf)
2. Baehler, K. (2003). "Evaluation and the Policy Cycle", Chapter 1.4 in Lunt, N., Davidson, C., and McKegg, K. Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson; pp. 27-39.
3. Bouckaert, G. and Halligan, J. (2008). "What is managing performance?", Chapter 1 in Managing Performance: International Comparisons. Abingdon; Routledge, pp. 11-34.
4. Bouckaert, G. and Halligan, J. (2008). "Towards performance governance: A new agenda?", Chapter 9 in Managing Performance: International Comparisons. Abingdon; Routledge, pp. 181-195.
5. Mayne, J. (2007). "Challenges and Lessons in Implementing Results-Based Management". Evaluation, Vol 13(1): 87-109.
6. Cook, A-L. (2004). "Managing for Outcomes" in the New Zealand Public Management System. Working Paper 04/15. Wellington; The Treasury.
7. State Services Commission and The Treasury (2005). Getting Better at Managing for Outcomes: A tool to help organisations consider their progress in results-based management and identify development objectives. Wellington; State Services Commission and The Treasury.
8. New Zealand Government (2008). Performance Measurement: Advice and Examples on How to Develop Effective Frameworks. Wellington: State Services Commission and The Treasury.
9. Duignan, P. (2003). "Approaches and terminology in programme and policy evaluation", Chapter 3.1 in Lunt, N., Davidson, C., and McKegg, K. Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson; pp. 77-90.
10. Vedung, E. (1997). "Models of evaluation", Chapter 4 in Public Policy and Program Evaluation. New Brunswick, Transaction Publishers, pp. 35-92.



11. Bowling, A. (1997). "The Principles of Research", Chapter 6 in Research Methods in Health: Investigating Health and Health Services. Buckingham; Open University Press, pp. 118-143.
12. Pope, C., Mays, N., Popay, J. (2007). "Stages in reviewing evidence systematically", Chapter 2 in Synthesizing Qualitative and Quantitative Health Evidence: A Guide to Methods. Maidenhead, Open University Press, pp. 19-44.

***Recommended Additional Reading:***

State Services Commission and The Treasury (2006). Guidance and Requirements for Departments, Preparing the Statement of Intent. Wellington; State Services Commission and The Treasury.

<http://www.ssc.govt.nz/display/document.asp?NavID=253&DocID=5288>

The Treasury (2008). Preparing the Annual Report 2008: Guidance and Requirements for Departments. Wellington; The Treasury.

<http://www.treasury.govt.nz/publications/guidance/accountability/annualreports>

The Treasury (2008). Preparing the Annual Report 2008: Guidance and Requirements for Crown Entities. Wellington; The Treasury.

<http://www.ssc.govt.nz/display/document.asp?DocID=6756>

Review of the Centre (2003). Doing the Right Things and Doing Them Right, Improving Evaluative Activity in the New Zealand State Sector. Wellington; State Services Commission and The Treasury.

<http://www.ssc.govt.nz/display/document.asp?NavID=177&DocID=3506>

Spencer, I., Ritchie, J., Lewis, J., Dillon, L. (2003). Quality in Qualitative Evaluation: A Framework for Assessing Research Evidence. Government Chief Social Researcher's Office.

[http://www.gsr.gov.uk/downloads/evaluating\\_policy/a\\_quality\\_framework.pdf](http://www.gsr.gov.uk/downloads/evaluating_policy/a_quality_framework.pdf)

## Topic 2

### Methodologies and methods in monitoring and evaluation

#### *Readings provided in course book:*

13. Creswell, J.W. and Plano Clark, V. L. (2007). “Examining preliminary considerations”, Chapter 2 in Designing and Conducting Mixed Methods Research, California, Sage, pp. 20-37.
14. Creswell, J.W. (2007). 2<sup>nd</sup> Edition. “Philosophical, Paradigm and Interpretive Frameworks”, Chapter 2 in Qualitative Inquiry and Research Design: Choosing Among Five Approaches. California, Sage Publications Ltd, pp. 15-34.
15. Baehler, K. (2002). “Intervention Logic: A User’s Guide”, Public Sector, 25 (3): 14-20.
16. Punch, K.F. (2005). “From Research Questions to Data”, Chapter 4 in Introduction to Social Research: Quantitative and Qualitative Approaches. London, Sage Publications Ltd, pp. 44-61.
17. Punch, K.F. (2005). “Quantitative Research Design”, Chapter 5 in Introduction to Social Research: Quantitative and Qualitative Approaches. London, Sage Publications Ltd, pp. 62-84.
18. Creswell, J.W. (2007). 2<sup>nd</sup> Edition. “Designing a Qualitative Study”, Chapter 3 in Qualitative Inquiry and Research Design: Choosing Among Five Approaches. California, Sage Publications Ltd, pp. 35-52.
19. Creswell, J.W. and Plano Clark, V. L. (2007). “Understanding Mixed Methods Research”, Chapter 1 in Designing and Conducting Mixed Methods Research, California, Sage, pp. 1-19.
20. Creswell, J.W. and Plano Clark, V. L. (2007). “Choosing a Mixed Methods Design”, Chapter 4 in Designing and Conducting Mixed Methods Research, California, Sage, pp. 58-88.

#### *Recommended Additional Reading:*

Oz Politics website: Program Logic:

<http://www.ozpolitics.info/guide/topics/program-logic/>

## Topic 3

### Good practice in monitoring and evaluation

#### *Readings provided in course book:*

21. Social Policy Evaluation and Research Committee (SPEaR) (2008). SPEaR Good Practice Guidelines 2008. Wellington, SPEaR.
22. Social Policy Evaluation and Research Committee (SPEaR) and Aotearoa New Zealand Evaluation Association (**anzea**) (2007). Report on the SPEaR Best Practice Māori Guidelines Hui 2007: A Collaboration Between SPEaR and anzea. Wellington, SPEaR and **anzea**.
23. Snook, I. (2003). "The ethics and politics of social research", in Davidson, C. and Tolich, M. (2003). Chapter 7 in Social Science Research in New Zealand: Many Paths to Understanding. Rosedale, Pearson Education New Zealand, pp. 69-87.

#### *Additional Recommended Reading:*

Health Research Council of New Zealand (2008). Guidelines for Researchers on Health Research Involving Māori. Auckland, Health Research Council of New Zealand. <http://www.hrc.govt.nz>

Health Research Council of New Zealand (2005). Guidelines on Pacific Health Research. Auckland, Health Research Council of New Zealand. <http://www.hrc.govt.nz>

#### *Key Websites on Evaluation:*

SPEaR (Social Policy Evaluation and Research Committee) <http://www.spear.govt.nz/>

**anzea** (Aotearoa New Zealand Evaluation Association) <http://www.anzea.org.nz/>

AES (Australasian Evaluation Society): <http://www.aes.asn.au/> Includes Evaluation Journal of Australasia

UK Government Social Research Service  
<http://beta.civilservice.gov.uk/networks/professional/gsr/index.aspx>