

School of Government

**PUBL 306**  
**POLICY ANALYSIS**

Trimester One 2010

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator:** **Dr Valentina Dinica**  
Room RH 815, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5711  
Email: [Valentina.Dinica@vuw.ac.nz](mailto:Valentina.Dinica@vuw.ac.nz)

**Other Lecturer:** **Dr Antong Victorio**  
Room RH 807, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5709  
Email: [Antong.Victorio@vuw.ac.nz](mailto:Antong.Victorio@vuw.ac.nz)

**Course Administrator:** **Mara Robertson**  
Room RH 821, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 6599  
Email: [Mara.Robertson@vuw.ac.nz](mailto:Mara.Robertson@vuw.ac.nz)

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

**Trimester Dates**

**Teaching Period: Monday 1<sup>st</sup> March – Friday 4<sup>th</sup> June 2010**

**Study Period: Monday 7<sup>th</sup> June – Thursday 10<sup>th</sup> June 2010**

**Examination Period: Friday 11<sup>th</sup> June – Wednesday 30<sup>th</sup> June 2010 (inclusive)**

**Class Times and Room Numbers**

Lectures:	Wednesday	1.40 – 2.30 pm	RH LT3
	Friday	1.40 – 2.30 pm	RH LT3
Tutorials:	Monday	12.40 – 1.30 pm	RWW 313
	Thursday	9.30 – 10.20 am	RWW 313

## **Withdrawal from Courses:**

Information available via

**Withdrawal dates: Late withdrawals with Associate Dean (Students) permission**

(See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~policy.vuw.ac.nz~POLICY~000000001743.pdf>

**Withdrawal dates: refunds:**

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

## **Course Description**

This course introduces students to the world of policy analysis and advising – a world in which people who are strictly neither ordinary citizens nor elected representatives are officially authorised to inform and advise elected policymakers about the decisions facing government. Key features of this world include: the roles, identities, and attributes of analysts and advisors; the relationship between policy analysis and policy advice; the relationships between advisors and the elected representatives whom they are hired to serve; the relationships between policy advisers and various types of policy stakeholders; the multiple pathways through which policy information and advice flow. Fundamental questions facing the student of policy analysis are the questions related to values and evidence. What are the defining features of good policy analysis and advice? How is good policy analysis and advice best produced?

This course addresses these fundamental questions within the larger context of New Zealand's policymaking system via three broad types of activities: familiarising students with the chief philosophical approaches, tools and methods of policy analysis and advising; helping students apply these tools and methods to contemporary policy issues; and defining and encouraging those dispositions and habits of mind which are found in the best policy analysts.

## **Course Learning Objectives**

By the end of this course, students will be able to:

1. Compare and critique various philosophical approaches to policy analysis, and illustrate how they influence various theories, frameworks and methods of policy analysis (MA2; MA4; MA5 – see below).
2. Articulate and interpret the relationships between policy science and policy advisory work (MA1; MA2; MA5).
3. Apply core frameworks, theories and methods of policy analysis to generate policy advice for decision makers (MA1; MA7; MA9).
4. Analyse the available evidence for policy problems, as well as the sources and types of uncertainty in policy-making, and design strategies to cope with uncertainties (MA6).
5. Critically assess the suitability of using quantitative and qualitative methods of policy analysis for various kinds of policy problems and apply them for contemporary policy issues (MA3; MA7).

6. Identify relevant criteria for assessing policy options (MA8).

7. Design strategies for balancing competing pressures on policy advice from political agents, interest groups (MA9).

<b>Major Attributes: PUBL majors will be able to:</b>	
Judge the defining features of good policy analysis and advice and appraise how they are best produced	(MA 1)
Understand the influence of political ideas and philosophies, and of constitutional and political institutions on public policy	(MA 2)
Understand the contribution of quantitative and qualitative methods in policy analysis	(MA 3)
Identify the nature and respective roles of state and civil society in the development, implementation and evaluation of public policy, and understand the distinction between government and governance	(MA 4)
Appraise different disciplinary contributions to the development, implementation and evaluation of public policy	(MA 5)
Judge the relevance and importance of evidence in policymaking	(MA 6)
Apply various methods of policy analysis, and identify insights that might be drawn from other policy jurisdictions	(MA 7)
Judge and articulate the relevant criteria that might be used in assessing the advantages and disadvantages of particular policy options	(MA 8)
Analyse complex policy issues from multiple perspectives and identify opportunities for innovation	(MA 9)
Express ideas succinctly and persuasively both in written form and orally	(MA 10)
Construct and articulate rationales for public policy intervention	(MA 11)
Understand the significance of ethics and accountability in the study and practice of public policy	(MA 12)
Interpret the significance of the Treaty of Waitangi (Te Tiriti o Waitangi) in the study and practice of public policy in New Zealand	(MA 13)

## Course Content and Readings

Lecture 1: Wed March 3<sup>rd</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Mapping of the field of policy analysis.

1. What is policy analysis? How does policy advice fit in?
2. Policy analysis: philosophical perspectives, approaches, stages and methods
3. Positioning course content and learning objectives in the field of policy analysis.

### Compulsory reading:

- deLeon, P. and C.R. Martell (2008). "Policy Sciences Approach". In *Encyclopedia of Public Administration and Public Policy*, 1(1): 1495-1498.
- Torgerson, D. (1985). "Contextual Orientation in Policy Analysis: The Contribution of Harold D. Lasswell," *Policy Sciences* 18: 241-261.

**Optional reading:**

- Lasswell, Harold D. (1970). "The emerging conception of policy sciences," *Policy Sciences* 1: 3-14.

Lecture 2: Fri March 5<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Philosophical perspectives on policy analysis: (neo)positivism and post-positivism.

**Compulsory reading:**

- Smith, K.B. and C.W. Larimer (2009). "What should we do? The field of policy analysis", Chapter 5 in *The Public Policy Theory Primer*, Westview Press, pp. 101 – 128.
- Torgerson, D. (1986). "Between knowledge and politics: Three faces of policy analysis", *Policy Sciences*, 19: 33 – 59.

Tutorials 1 & 2 (Mon March 8<sup>th</sup>, 12.40 – 1.30 pm and Thur March 11<sup>th</sup>, 9.30 – 10.20 am)

RWW 313

Mapping of the field and definitions. Perspectives on policy analysis.

**Optional reading:**

- Morcol, G. (2008). Post-positivist Perspectives in Policy Analysis," *Encyclopedia of Public Administration and Public Policy*, 1(1): 1530-1533.

Lecture 3: Wed March 10<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy analysis: approaches and theories in the positivist perspective.

**Compulsory reading:**

- Andrews, C.J. (2007). "Rationality in Policy Decision Making", Chapter 12 in F. Fischer, G.J. Miller, and M.S. Sidney (eds.), *Handbook of Public Policy Analysis*, Taylor & Francis Group, pp. 161 – 170.
- Griggs, S. (2007). "Rational Choice in Public Policy: The Theory in Critical Perspective", Chapter 13 in F. Fischer, G.J. Miller, and M.S. Sidney (eds.), *Handbook of Public Policy Analysis*, Taylor & Francis Group, pp. 173 – 183.

Lecture 4: Fri March 12<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy analysis: approaches and theories in the post-positivist perspective.

**Compulsory reading:**

- Fisher, F. (1998). "Beyond Empiricism: Policy Inquiry in Post-positivist Perspective", in *Policy Studies Journal*, 26(1): 129-146.

Tutorials 3 & 4 (Mon March 15<sup>th</sup>, 12.40 – 1.30 pm and Thur March 18<sup>th</sup>, 9.30 – 10.20 am)

RWW 313

Case studies / discussions: policy analysis in (neo)positivist and post-positivist perspectives.

**Optional reading:**

- Gottweis, H. (2006). "Argumentative Policy Analysis", in B.G. Peters and J. Pierre (eds.), *Handbook of Public Policy*, Sage Publications, pp. 461 – 477.

Lecture 5: Wed March 17<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy analysis in the post-positivist perspective: participatory policy analysis.

**Compulsory reading:**

- Eubanks, V. (2008). “Participatory Policy Analysis”, *Encyclopedia of Public Administration and Public Policy*, 1(1): 1413 – 1417.
- Geurts, J.L.A. and C. Joldersma (2001). “Methodology for participatory policy analysis”, *European Journal of Operational Research*, 128: 300 – 310.
- Renn, O., T. Webler, H. Rakel, P. Dienel and B. Johnson (1993). “Public participation in decision making: A three step procedure”, *Policy Sciences* 26: 189 – 214.

Lecture 6: Fri March 19<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy analysis tools in the post-positivist perspective: participatory policy analysis.

**Compulsory reading:** as for Lecture 5.

Tutorials 5 & 6 (Mon March 22<sup>nd</sup>, 12.40 – 1.30 pm and Thur March 25<sup>th</sup>, 9.30 – 10.20 am)

RWW 313

Participative policy analysis - case studies.

**Optional reading:**

- Durning, D. (1993). “Participatory Policy Analysis in a Social Service Agency: A Case Study”, *Journal of Policy Analysis and Management*, 12(2): 297-322.
- Hamlett P.W. “Enhancing Public Participation in Participatory Policy Analysis Concerning Technology: a Report of Two Danish-Style consensus Conferences”. North Carolina State University.

Lecture 7: Wed March 24<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Stages in analysis towards policy advice.

**Optional reading** (not in the Reader; available at the FCA library):

- Bardach, E. (2000). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Chatham House Publishers.

Lecture 8: Fri March 26<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Stages in analysis towards policy advice.

**Optional reading** (not in the Reader; available at the FCA library):

- Bardach, E. (2000). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Chatham House Publishers.

Tutorials 7 & 8 (Mon March 29<sup>th</sup>, 12.40 – 1.30 pm and Thur April 1<sup>st</sup>, 9.30 – 10.20 am)

RWW 313

Stages in analysis towards policy advice.

Lecture 9: Wed March 31<sup>st</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Methods of policy analysis: overview of quantitative and qualitative methods.

**Compulsory reading:**

- Yanow, D. (2007). “Qualitative-Interpretive Methods in Policy Research”, Chapter 27 in F. Fischer, G.J. Miller, and M.S. Sidney (eds.), *Handbook of Public Policy Analysis*, Taylor & Francis Group, pp. 405 – 413.
- Sadovnik, A.R. (2007). “Qualitative Research and Public Policy”, Chapter 28 in F. Fischer, G.J. Miller, and M.S. Sidney (eds.), *Handbook of Public Policy Analysis*, Taylor & Francis Group, pp. 417 – 425.

**Mid term break**

Lecture 10: Wed April 21<sup>st</sup>, Dr. Antong Victorio, RH LT3, 1.40 – 2.30 pm

Applied quantitative methods for policy analysis: regression analysis.

**Compulsory reading:**

Victorio, Andres G. (Antong) (2004). “Statistical Inference,” Chapter 8 in *Applied Models in Public Policy*, 2<sup>nd</sup> edition, New York: Macklev Books and Philippines: Ateneo de Manila University, pp. 74 – 87.

\_\_\_\_\_, (2004). “Regression Analysis,” Chapter 9 in *Applied Models in Public Policy*, 2<sup>nd</sup> edition, New York: Macklev Books and Philippines: Ateneo de Manila University, pp. 88 – 103.

Uri, N.D. (1990). “Factors Affecting Adherence to the 55 MPH Limit,” *Transportation Quarterly*, 44(4): 533 – 547.

Victorio, Andres G. (Antong) (2004). “Omitted Regression Effects,” Chapter 10 in *Applied Models in Public Policy*, 2<sup>nd</sup> edition, New York: Macklev Books and Philippines: Ateneo de Manila University, pp. 104 – 114.

Quigley, J.M. (1990). “Does Rent Control Cause Homelessness?” *Journal of Policy Analysis and Management*, 9(1): 89 – 93.

Asch, P. and D. Levy (1987). “Does the Minimum Drinking Age Affect Traffic Fatalities?” *Journal of Policy Analysis and Management*, 6(2): 180 – 192.

Lecture 11: Fri April 23<sup>rd</sup>, Dr. Antong Victorio, RH LT3, 1.40 – 2.30 pm

Applied quantitative methods for policy analysis: regression analysis.

**Compulsory reading:** as for Lecture 11

Tutorials 10 & 11 (Mon April 26<sup>th</sup>, 12.40 – 1.30 pm and Thur April 29<sup>th</sup>, 9.30 – 10.20 am)  
RWW 313

Case studies on regression analysis

Lecture 12: Wed April 28<sup>th</sup>, Dr. Antong Victorio, RH LT3, 1.40 – 2.30 pm

Applied quantitative methods for policy analysis: regression analysis.

**Compulsory reading:** as for Lecture 11

Lecture 13: Fri April 30<sup>th</sup>, Dr. Antong Victorio, RH LT3, 1.40 – 2.30 pm  
Applied quantitative methods for policy analysis: regression analysis.

**Compulsory reading:** as for Lecture 11

Tutorials 12 & 13 (Mon May 3<sup>rd</sup>, 12.40 – 1.30 pm and Thur May 6<sup>th</sup>, 9.30 – 10.20 am)  
RWW 313  
Case studies on regression analysis.

Lecture 14: Wed May 5<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm  
Policy analysis process: What is the problem? Problem structuring: wicked/unstructured and tame/structured problems.

**Compulsory reading:**

- Hisschemöller, M. and R. Hoppe (1996). “Coping with Intractable Controversies: The Case for Problem Structuring in Policy Design and Analysis”, *Knowledge and Policy* 8: 40 – 60.

**Optional reading** (not in the Reader; available on internet by Google title search):

- Australian Public Service Commission. (2007). *Tackling Wicked Problems: A Public Policy Perspective*. At: <http://www.apsc.gov.au/publications07/wickedproblems.pdf>

Lecture 15: Fri May 7<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm  
Policy analysis process: Policy instruments and governance approaches towards problems.

**Compulsory reading**

- Birkland, T.A. (2001). “Policy Design and Policy Tools”, Chapter 7 in *An Introduction to the Policy Process: Theories, Concepts and Models of Policy Making*, M.E. Sharpe, pp. 150 – 175.
- Howlett, M., and J. Rayner (2007). “Design Principles for Policy Mixes: Cohesion and Coherence in ‘New Governance Arrangements’”, *Policy and Society*, 26(4): 1 – 18.

**Optional reading** (not in the Reader; available on internet by Google title search):

- Dinica, V. (2002). “Energy policies for CO2 emissions reduction” in A. Yotova (ed.), *Encyclopedia of Life Support Systems* (Vol. Natural resource system challenge II – Climate change, human systems and policy). Oxford, UK: EOLSS Publishers.  
Available at  
<http://weblx030.civ.utwente.nl/cstm/staff/cv/dinica/eolss.pdf>
- Howlett, M. (2008). “Governance modes, policy regimes and operational plans: A multi-level nested model of policy instrument choice and policy design”, *Policy Sciences* (2009) 42:73–89. Available at:  
<http://www.springerlink.com/content/23113388ng50383v/fulltext.pdf>

Tutorials 14 & 15 (Mon May 10<sup>th</sup> 12.40 – 1.30 pm and Thur May 13<sup>th</sup>, 9.30 – 10.20 am)  
RWW 313  
Case studies / discussions on problem structuring and policy intervention options.

Lecture 16: Wed May 12<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy design for structured problems and clear policy goals: an Intervention Logic approach.

**Compulsory reading:**

- Baehler, K. (2002). “Intervention Logic: A User’s Guide,” *Public Sector*, 25(3): 14 – 20.

Lecture 17: Fri May 14<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy design for unstructured problems and vague/unclear/symbolic policy objectives. Adaptive policy making and implementation under uncertainties.

**Compulsory reading:**

- Walker, W.E., S. Adnan Rahman and J. Cave. (2001). “Adaptive Policies, Policy Analysis, and Policy-making,” *European Journal of Operational Research* 128: 282-289.

**Optional reading**

(not included in the Reader; available on the internet by Google title search)

- *Dealing with Uncertainty in Policymaking* - Final report on a conference held on 16 and 17 May 2006, The Hague July 2008. Available at [http://www.cpb.nl/eng/pub/cpbreeksen/bijzonder/67/bijz67\\_uk.pdf](http://www.cpb.nl/eng/pub/cpbreeksen/bijzonder/67/bijz67_uk.pdf)

Tutorials 16 & 17 (Mon May 17<sup>th</sup>, 12.40 – 1.30 pm and Thur May 20<sup>th</sup>, 9.30 – 10.20 am)  
RWW 313

Case studies on policy design for structured and unstructured problems.

Lecture 18: Wed May 19<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Case study on policy making and implementation under uncertainty.

**Optional reading** (not in the Reader; available on internet by Google title search):

- European-American Center for Policy Analysis (1997). *Adaptive Policies, Policy Analysis, and Civil Aviation Policy Making*. The Netherlands. Available at: <http://www.rand.org/pubs/drafts/2007/DRU1514.pdf>

Lecture 19: Fri May 21<sup>st</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Policy analysis process: criteria for the selection of policy alternatives and outcomes’ evaluation. By what standards should the options be assessed and compared? What are the government’s values and priorities with respect to the relevant policy area? What do stakeholders and the public want? What are your department’s outcomes?

**Compulsory reading**

- Bardach, E. (2005). “Select the criteria”, Chapter 1.4 in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Chatham House Publishers, pp. 25 – 35.
- RFP Evaluation Centers. “What is a Decision Matrix?” available at <http://rfptemplates.technologyevaluation.com/What-is-a-Decision-Matrix.html>



- Te Puni Kōkiri (Ministry of Māori Development) (2003). *Treaty Framework*. Wellington.

Tutorials 18 & 19 (Mon May 24<sup>th</sup>, 12.40 – 1.30 pm and Thur May 27<sup>th</sup>, 9.30 – 10.20 am)  
RWW 313

Case studies and discussions: adaptive policies; outcomes of policy interventions and selection criteria.

Lecture 20: Wed May 26<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

From “policy theory” to practice: implementation processes and expected obstacles as ex-ante evaluation criterion. What are the likely implementation obstacles? How can policy design be improved to anticipate expected obstacles?

**Compulsory reading**

- Hill, M. and P. Hupe (2004). “Implementation Research: The State of the Art”, Chapter 6 in *Implementing Public Policy*, Sage Publications, pp.116 – 137.

**Optional reading** (not in the Reader; available at the FCA library):

- Parsons, W. (1995). “Delivery systems”, Section 4.4 in *Public Policy: An Introduction to the Theory and Practice of Policy Analysis*, Cheltenham, UK. Edward Elgar, pp. 491 – 543.

Lecture 21: Fri May 28<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Applied qualitative methods for policy analysis: the cognitive mapping method.

**Compulsory reading**

- Baum, H.S. (1982). “Policy Analysis: Special Cognitive Style Needed”, *Administration & Society*, 14(2): 213 – 236.
- Ackermann, F., C. Eden, and S. Cropper (2004). “Getting Started with Cognitive Mapping”. Paper presented at the Decision Explorer Workshop Edition 2004.

Tutorials 20 & 21 (Mon May 31<sup>st</sup>, 12.40 – 1.30 pm and Thur June 3<sup>rd</sup>, 9.30 – 10.20 am)  
RWW 313

Case studies / discussions on the cognitive mapping method of policy analysis

Lecture 22: Wed June 2<sup>nd</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Applied qualitative methods for policy analysis: the cognitive mapping method.

**Optional reading**

- Eden, C. and F. Ackermann (2004). “Detecting emerging strategizing: individual interviews and cognitive mapping”, Chapter P1 in *Making Strategy. The Journey of Strategic Management*, Sage Publications, pp. 284 – 302.

Lecture 23: Fri June 4<sup>th</sup>, Dr. Valentina Dinica, RH LT3, 1.40 – 2.30 pm

Wrapping up the course.

## Course Delivery

This course will be delivered by means of lectures and tutorials, scheduled as indicated in the above section. Students are expected to attend all lectures. Two tutorials are offered every week, the second being the repeat of the first one. Students may choose to attend the tutorial that suits them best, every week. There will be no group work. However, students are expected to contribute to tutorial discussions individually. Tutorials have two main purposes: a) to reinforce what has been taught during the lectures of the previous week, by discussing various concepts and ideas explained during the relevant lectures and the compulsory readings; b) to illustrate theoretical ideas and methods of policy analysis by means of practical examples or policy case studies. Students are encouraged to also read the literature recommended as “Optional Reading”, as this can also provide useful additional insights in the lecture topics, and inputs into tutorial discussions.

*Note:* Tutorials are numbered in the above section, so that tutorial numbers correspond to the numbers of the lectures they will be focusing on. For example: Tutorial 1 will discuss the material of Lectures 1 and 2; Tutorial 2 will be a repeat of Tutorial 1. There is no Tutorial 9 because the material taught during Lecture 9 will be further elaborated upon in other lectures (Lectures: 10, 11, 12, 13, 20, 22) for which tutorials will be offered.

## 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.

## Assessment Requirements

The table below mentions the assignment types, weights, deadlines, recommended length, the lectures and tutorials that are of most relevance for the respective assignment, and which course learning objectives will be tested in each assignment (the course learning objectives are mentioned on pages 2-3 of this outline; for the topics of lectures and tutorials please see Course Content and Readings).

Assignments	Weight	Due Date	Word length	Lectures and tutorials of relevance	Course Learning Objectives tested
1) Essay on perspectives and approaches of policy analysis	25%	7 April 2010	2,500 words	Lectures and tutorials: 1, 2, 3, 4, 5, 6	Objectives 1 and 2
2) Term test (take home)	20%	7 May 2010	n/a	Lectures and tutorials: 9, 10, 11, 12, 13	Objective 5
3) Policy report (1)	30%	2 June 2010	3000 words	Lectures and tutorials: 7, 8, 14, 15, 16, 17, 18	Objectives 3, 4, 6, 7

4) Policy report (2)	25%	21 June 2010	2,500 words	Lectures and tutorials: 19, 20, 21, 22, 23	Objectives 3, 5, 6, 7
----------------------	-----	--------------	-------------	--------------------------------------------	-----------------------

The assignments / test for the course will be distributed as follows:

Assignment 1 (Essay, 25% of final grade) will be discussed and distributed during Lecture no. 6: Friday March 19<sup>th</sup>, RH LT3, 1.40 – 2.30 pm

Assignment 2 (Term test, 20% of final grade) will be discussed and distributed during Lecture no. 13: Friday April 30<sup>th</sup>, RH LT3, 1.40 – 2.30 pm

Assignment 3 (Policy report, 30% of final grade) will be discussed and distributed during Lecture no. 16: Wednesday May 12<sup>th</sup>, RH LT3, 1.40 – 2.30 pm

Assignment 4 (Policy Report, 25% of final grade) will be discussed and distributed during Lecture no. 23: Friday June 4<sup>th</sup>, RH LT3, 1.40 – 2.30 pm

### General Notes for Assignments

After being discussed in class, the assignments will also be posted on Blackboard. Assignments are always due by 5pm on the date specified. These will be marked electronically, using the ‘track changes’ function in Word, so you should send your papers in a format that allows this (no pdf’s, thanks). Please indicate your document’s word length on the cover sheet and don’t forget your name.

All assignments are to be submitted BY EMAIL ATTACHMENT to **sog-assignments@vuw.ac.nz**. Extensions may only be granted to those who meet the University’s aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student’s control. Students should keep a copy of all submitted work. **There is no final examination for this course.**

**Note 1: Students are required to complete a statement to accompany each assignment and test submitted for assessment, attesting to the fact that the work is entirely their own. For each of the four assignments mentioned in the above Table, students must fill-in, sign and submit the form that can be found on the last page of this Course Outline. The Form will also be posted on Blackboard. The deadline for submitting the form is the same as the deadline for submitting the Assignment / Test for which the form was signed. Please deliver your signed statements either by email to sog-assignments@vuw.ac.nz or in hard copy to the secure box at School of Government reception (8<sup>th</sup> floor Rutherford House) during the office hours, which are 8.30am – 5.00pm. The box is cleared daily, and statements will be date stamped.**

*Note 2: 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.*

## **Penalties**

The ability to plan for and meet deadlines is a core competency of both 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 (of the final grade) for every day by which the assignment is late. 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%. A written assignment that exceeds the word limit by more than 200 words will be penalised by 5%.

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**

You must sit the terms test, submit all three written assignments, and receive a final grade of 50 or above to pass this course.

## **Class Representative**

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator, and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of the students.

## **Communication of Additional Information**

Any additional information will be conveyed to students in class. Blackboard may also be used for such announcements and for course-related materials. The Course Coordinator is available for consultations between 2.30pm and 3.20pm on Wednesdays during term time, in person or by telephone at 463 5711. Queries may be sent to the Course Coordinator by email at [valentina.dinica@vuw.ac.nz](mailto:valentina.dinica@vuw.ac.nz).

## **Academic Integrity, Plagiarism, and the use of Turnitin**

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must still acknowledge your sources fully and appropriately. This includes:

- material from books, journals or any other printed source
- the work of other students or staff
- information from the Internet

- software programs and other electronic material
- designs and ideas
- the organisation or structuring of any such material.

Acknowledgement is required for *all* material in any work submitted for assessment unless it is a ‘fact’ that is well-known in the context (such as “Wellington is the capital of New Zealand”) or your own ideas in your own words. Everything else that derives from one of the sources above and ends up in your work – whether it is directly quoted, paraphrased, or put into a table or figure, needs to be acknowledged with a reference that is sufficient for your reader to locate the original source.

Plagiarism undermines academic integrity simply because it is a form of lying, stealing and mistreating others. Plagiarism involves stealing other people’s intellectual property and lying about whose work it is. This is why plagiarism is prohibited at Victoria.

If you are found guilty of plagiarism, you may be penalised under the Statute on Student Conduct. You should be aware of your obligations under the Statute, which can be downloaded from the policy website ([www.victoria.ac.nz/home/about/policy/students.aspx](http://www.victoria.ac.nz/home/about/policy/students.aspx)). You could fail your course or even be suspended from the University.

Plagiarism is easy to detect. The University has systems in place to identify it.

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 compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. 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.

There is guidance available to students on how to avoid plagiarism by way of sound study skills and the proper and consistent use of a recognised referencing system. This guidance may be found at the following website <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

If in doubt seek the advice of your course coordinator.

Plagiarism is simply not worth the risk.

**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>

**AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support**

[http://www.victoria.ac.nz/home/about\\_victoria/avcademic/Publications.aspx](http://www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx)

**Faculty of Commerce and Administration Offices**

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

**Manaaki Pihipihinga Programme**

[http://www.victoria.ac.nz/st\\_services/mentoring/](http://www.victoria.ac.nz/st_services/mentoring/)

# School of Government

## Assignment Cover Sheet

### Instructions

Please complete and sign this form and attach it as the cover page to your assignment.

Student Name (Please print) \_\_\_\_\_

Student ID \_\_\_\_\_ Course Code \_\_\_\_\_

Course Coordinator/Tutor/Supervisor \_\_\_\_\_

Due Date \_\_\_\_\_

### Plagiarism Declaration

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria. Plagiarism is presenting (without due acknowledgement) someone else's work as if it were your own, whether you mean to or not. Plagiarism takes many forms and includes material from books, journals or any other printed source, the work of other students or staff, information from the internet and other electronic material. You are expected to adhere to the VUW Statute on Student Conduct and its references to plagiarism. The Statute may be accessed at <http://www.victoria.ac.nz/home/about/policy/students.aspx>.

I have read and understand the University's policy on plagiarism outlined above and declare that this assignment is my own work and that all source material used in this assignment is accurately acknowledged.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_