

School of Government

PUBL 401
CRAFT AND METHOD IN POLICY ANALYSIS
(15 Points)

Trimester One / 2010

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Valentina Dinica**
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Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Trimester Dates: Monday 1 March – Wednesday 30 June 2010
Teaching Period: Tuesday 23 February – Friday 25 June 2010

Class Times and Room Numbers

Module One:	Tuesday 23 February 2010	8.30am – 6.00pm
Module Two:	Tuesday 13 April 2010	8.30am – 6.00pm
Module Three:	Tuesday 8 June 2010	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

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.

Students giving notice of withdrawal from this course after **Monday 8 March 2010** will NOT receive a refund of fees.

Associate Dean (Students)'s approval required for withdrawal from this course after **Thursday 13 May 2010**.

See more 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:**
www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx

Course Content

New Zealand's democratic Westminster traditions require public sector advisers to balance out the dual roles of implementing the decisions of politicians, while also providing them with analytically sound and professional policy advice which is free and frank. Advisers need to add value to decision-makers by bringing evidence-based perspectives to bear on issues, while having regard for a government's policy preferences, existing policy commitments and international best practice.

The course provides an overview of policy analysis and advising as activities in the New Zealand context, as well as internationally. It reviews the academic and practitioner literatures and various policy analysis frameworks which underpin quality policy analysis and advice. Attention is given to the positioning and comparative advantage which public sector analysts and advisers can bring to their role. The course addresses the challenges faced by governments to build policy capability – including strategies for enhancing the knowledge, skills, competencies and attitudes of policy analysts and advisers.

Course Learning Objectives

This course examines critically how policy analysts apply different methods, theories, and substantive knowledge to problems and opportunities, and support economic, social, environmental and cultural outcomes in different contexts. The course considers the role of analysts and advisers and the value they create by providing information and analysis to support policy understanding and decision-making.

By the end of the course, participants will:

- (1) Understand the various ways policy analysts frame their tasks, the main characteristics of their practices, and various standards of ‘good’ practice;
- (2) Appreciate the importance of undertaking policy analysis tasks holistically, drawing on a variety of theories and methods, and designing practices to suit specific contexts; and
- (3) Demonstrate skills in analytic reasoning and communication.

Course Delivery

PUBL 401 will be co-taught with MAPP 525 Policy Analysis and Advising

The course will be delivered in three modules. Each module consists of four sessions of teaching, as follows:

Day 1, Tuesday February 23rd 2010 (Module 1)

1. Mapping of the field of policy analysis (Valentina Dinica; 08.30 - 10.30)

Readings:

- Smith, KB and C.W. Larimer. (2009). *The Public Policy Theory Primer*. Westview Press. Chapter 5: “What should we do? The field of policy analysis” pp. 101-128.
- Eubanks V. (2008). “Participatory Policy Analysis”, in *Encyclopedia of Public Administration and Public Policy*, Second edition, 1:1 pp. 1413-1417.

2. Policy Context, Systems, and Environments (Claudia Scott; 11.00 - 12.30)

Readings:

- Scott, C. and K. Baehler (2010). Chapter 1 “All about policy” and Chapter 2 “Understanding Policy Systems and Environments”, in *Adding value to policy analysis and advice*. Sydney. University of New South Wales Press

3. Models for Policy Analysis and Advice. Policy outcomes matrix (Claudia Scott; 1.30 - 3.30)

Readings:

- Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway.
- Mayer, I., C. E. van Daalen and P. Bots (2004) “Perspectives on Policy analyses: A Framework for Understanding and Design,” *Journal of Technology, Policy and Management*, 4(2): pp. 169 – 191.
- Baehler, K. (2002) “Intervention Logic,” *Public Sector*, 25(3): 14 – 20.

4. Policy analysis and advice under uncertainty (Valentina Dinica; 4.00 - 6.00)

Readings:

- *Adaptive policies, policy analysis, and policy-making*, by Warren E. Walker, S. Adnan Rahman, Jonathan Cave *European Journal of Operational Research* 128: 282-289 (2004).

Day 2, Tuesday April 13th 2010 (Module 2)

1. Scoping Policy Issues: Simple Issues (Claudia Scott; 08.30 - 10.30)

Readings:

- Scott, C. and K. Baehler (2010). Chapter 3 “Fundamentals”, *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press

2. Doing Policy Analysis Complex Issues (Claudia Scott; 11.00 - 12.30)

Readings:

- Scott, C. and K. Baehler (2010). Chapter 4 “Putting the fundamentals into place”, in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press

3. Methods for policy analysis: cognitive mapping (Valentina Dinica; 1.30 - 3.30)

Readings:

- Howell S.B. (1982). “Policy Analysis: Special Cognitive Style Needed”, in *Administration & Society* 14: 213-236.
- Eden, C. and F. Ackermann. (2004). “Cognitive mapping expert views for policy analysis in the public sector”, in *European Journal of Operational Research* 152: 615-630.
- Eden, C and F. Ackermann (2004). *Making Strategy. The Journey of Strategic Management*, Sage Publications. Chapter P1: “Detecting emerging strategizing: individual interviews and cognitive mapping”, pp. 284-302.

4. Policy instruments: typologies and theories of instrument selection (Valentina Dinica; 4.00 - 6.00)

Readings:

- Thomas A. Birkland (2001). *An Introduction to the Policy Process: Theories, Concepts and Models of Policy Making*, Chapter “Policy design and policy tools”.
- Bressers, H. and P.J. Klok. (1988). “Fundamentals for a Theory of Policy Instruments”, in *International Journal of Social Economics*, 15(3/4): 22 – 41
- Bressers, H., & O'Toole, L.J. (1998). “The selection of policy instruments: a network-based perspective”, in *Journal of Public Policy*, 18(3), 213-239.

Day 3, Tuesday June 8th 2010 (Module 3)

1. Implementation and policy analysis (Valentina Dinica; 08.30 - 10.30)

Readings:

- Hill, M. and P. Hupe (2004). *Implementing Public Policy*. Sage Publications. Chapter: “The State of the Art”, pp. 116-137.
- Dinica, V., Bressers, H., & de Bruijn, T. (2007). “[The implementation of a multi-annual agreement for energy efficiency in the Netherlands](#)”, in *Energy Policy*, 35(2), 461-480: 1196-1212. Elsevier.

2. Policy evaluation (Valentina Dinica; 11.00 - 12.30)

Readings:

- Dunn, W. (2004). *Public Policy Analysis – An Introduction*. Prentice Hall. Chapter 7 “Evaluating Policy Performance”, pp. 345-369.
- Howlett, M.L. and M. Ramesh. (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems*. Oxford: Oxford University Press. Chapter 8: “Policy evaluation: policy making as learning”
- Lunt, N., C. Davidson and K. McKegg. (2003). *Evaluating Policy and Practice – A New Zealand Reader*. Chapter: “Approaches and terminology in programme and policy evaluation”, by Paul Duignan, pp. 77-90

3. Policy Crafting: Case Studies (Claudia Scott; 1.30 - 3.30)

Readings:

- Scott, C. and K. Baehler (2010). Chapter 5 “Crafting”, in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press

4. Quality, Capability and Performance (Claudia Scott; 4.00 - 6.00)

Readings:

- Scott, C. and K. Baehler (2010). Chapter 6 “Improving the performance of the policy advisory system”, in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press
- Scott, C. (2008) “Enhancing Quality and Capability in the Public Sector Advisory System,” Institute of Policy Studies Futuremakers Lecture Series, Wellington, 23 September

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

The textbook for this course is **Scott, C. and K. Baehler (2010), *Adding Value to Policy Analysis and Advice*, Sydney, University of New South Wales Press**. The book can be purchased at VicBooks, the university bookshop (www.vicbooks.co.nz), but will not be available until mid-February 2010. A copy of any chapter material required for module 1 will be provided to those enrolled by email. In addition, students are required to read the book chapters and journal articles included in the PUBL 401 student notes reader (available from VicBooks), as mentioned in the plan of topics below.

Assessment Requirements

Each module will be followed by an assignment as summarized in the table below.

Assignments	Weight	Due Date	Recommended word length	Learning objectives tested
1) Comparative Essay	35%	Friday 26 March 2010	2,500 words	(1), (3)
2) Policy analysis report based on a given policy problem	35%	Friday 14 May 2010	2,500 words	(2), (3)
3) Good Practice Guide	30%	Friday 25 June 2010	2,000 words	(1), (2), (3)
Contribution to class discussion	Considered at the margin	Ongoing	n/a	Balance of quality and appropriate quantity

The assignments for the course will be discussed at the first module and will be posted on Blackboard. Assignment 1 will be based on the readings for Module 1. Assignment 2 will be based on the readings for Module 2. However, Assignment 3 will draw on all the readings of the entire course, not only those recommended for Module 3.

There is no final exam for this course.

General Notes for Assignments

Note that all assignments are to be submitted to the Course Coordinator BY EMAIL attachment to valentina.dinica@vuw.ac.nz. Please indicate the word count on the cover sheet. Extension 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.

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.

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.

Mandatory Course Requirements

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

Communication of Additional Information

The Course Coordinator is available for consultations between 2.30pm and 3.20pm on Wednesdays during term time, in person or by telephone. Additional information may be conveyed to students via email and Blackboard to all class members.

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). 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 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: 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.

Other Information

For the following important information, follow the links provided:

- **Academic Integrity and Plagiarism**
www.victoria.ac.nz/home/study/plagiarism.aspx
- **General University Policies and Statutes**
www.victoria.ac.nz/home/about/policy
- **AVC (Academic) Website: information including Conduct, Academic Grievances, Students with Impairments, Student Support**
www.victoria.ac.nz/home/about_victoria/avcademic/Publications.aspx
- **Faculty of Commerce and Administration Offices**
www.victoria.ac.nz/fca/studenthelp/
- **Manaaki Pihipihinga Programme**
www.victoria.ac.nz/st_services/mentoring/