TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MMPM 527 / MAPP 554
MONITORING AND EVALUATION IN THE PUBLIC SECTOR
(15 Points)

Trimester Two / 2010

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Dr Jenny Neale**
Room RH 414, Level 4, Rutherford House, Pipitea Campus <u>until mid July 2010</u>, then Room GB 317, Level 3, Old Government Building, Pipitea Campus
Telephone: (04) 463 5827
Fax: (04) 463 6568
Email: jenny.neale@vuw.ac.nz

Other Lecturers: **Various guest speakers**

Masters Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
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Fax: (04) 463 5454
Email: darren.morgan@vuw.ac.nz

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

Trimester Dates

Teaching Period: Thursday 8 July – Monday 1 November 2010

Class Times and Room Numbers

Module One:	Thursday 8 July 2010	8.30am – 6.00pm
Module Two:	Thursday 26 August 2010	8.30am – 6.00pm
Module Three:	Thursday 21 October 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.

Your fees will be refunded if you withdraw from this course on or before **Tuesday 27 July 2010**.

The last date for withdrawal from this course is **Monday 27 September 2010**. After this date, permission to withdraw requires the approval of the Associate Dean (Students), as set out in section 8 of the Personal Courses of Study Statute (http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf). To apply for this permission, fill in the Late Withdrawal form available from either of our Student Customer Service Desks, or downloaded from www.victoria.ac.nz/fca/studenthelp/Forms.aspx.

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:
    o Accountability
    o Managing for outcomes
    o Monitoring, evaluation, research and audit
    o 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.

<u>Readings</u>

A reading list is attached. Essential readings for the course are provided on Blackboard. 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.

Blackboard
Blackboard is Victoria University's online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you've never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you've logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The "My Courses" box displays what courses you have access to (please note that only courses that are actually using Blackboard will be displayed), so select "10.2.MMPM527-MAPP554: Monitoring and Evaluation in the Public Sector" for the course-specific Blackboard site.

You are recommended to ensure that your computer access to Blackboard is working before the course starts.

If you have any problems with myVictoria or Blackboard, you should contact the ITS Helpdesk on (04) 463 5050 or its-service@vuw.ac.nz , or visit the Helpdesk on level 2 of the Railway West Wing, Pipitea Campus. See www.victoria.ac.nz/its/student-services/ for more information.

<u>Assessment Requirements</u>

There are three items of assessment. They are:

Item	Marks	Due
Critique (2,000 words)	40%	Monday 16 August 2010
Case Study (3,500 words)	50%	Monday 1 November 2010
Attendance and Participation	10%	Credit will be given for individual and group participation during the course

Details of the assessment items will be discussed at the first module.

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.

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.

Students should keep a copy of all submitted work.

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.

Penalties, 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%. For out of town students, two calendar days' grace is given to allow for time in the post.

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

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

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/avcacademic/Publications.aspx
- **Faculty of Commerce and Administration Offices**
  www.victoria.ac.nz/fca/studenthelp/
- **Manaaki Pihipihinga Programme**
  www.victoria.ac.nz/st_services/mentoring/

MMPM 527 / MAPP 554 Monitoring and Evaluation in the Public Sector

Reading List for 2010

There is no set textbook for this course, with the key readings for the course supplied on Blackboard. 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) Qualitative Research and Evaluation Methods (3rd Edition.). 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.

Owen, J.M. (2007) Program Evaluation: Forma and Approaches (3rd edition). The Guilford Press New York

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

Creswell, J.W. (2007), 2nd 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.

Topic 1

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

Readings provided on Blackboard

1. Baehler, K. (2003). "Evaluation and the Policy Cycle", Chapter 1.4 in Lunt, N., Davidson, C., and McKegg, K. <u>Evaluating Policy and Practice: A New Zealand Reader</u>. Auckland, Pearson; pp. 27-39.

2. State Services Commission and The Treasury (2005). <u>Getting Better at Managing for Outcomes: A tool to help organisations consider their progress in results-based management and identify development objectives.</u> Wellington; State Services Commission and The Treasury.

3. New Zealand Government (2008). <u>Performance Measurement: Advice and Examples on How to Develop Effective Frameworks</u>. Wellington: State Services Commission and The Treasury.

4. Pope, C., Mays, N., Popay, J. (2007). "Stages in reviewing evidence systematically", Chapter 2 in <u>Synthesizing Qualitative and Quantitative Health Evidence: A Guide to Methods.</u> Maidenhead, Open University Press, pp. 19-44.

5. Owen, J. M. (2007) "Focussing Evaluative Inquiry: Evaluation Forms and Approaches" Chapter 3 in <u>Program Evaluation: Forma and Approaches</u> (3rd edition) New York The Guilford Press pp. 39-62

6. Donaldson, S (2009) "A Practitioners' Guide for Gathering Credible Evidence in the Evidence-Based Global Society" Epilogue in Donaldson, S. Christie, C. A. and Clark, A. M (eds) (2009) <u>What Counts as Credible Evidence in Applied Research and Evaluation Practice?</u> Los Angeles Sage pp 239-251

Topic 2

Methodologies and methods in monitoring and evaluation

Readings provided on Blackboard

7. Creswell, J.W. (2009). "The selection of a research design", Chapter 1 in <u>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</u>, Sage, Los Angeles pp. 3-21.

8. Creswell, J.W. (2007). 2nd Edition. "Table 2.1 Philosophical Assumptions With Implications for Practice", from Chapter 2 in <u>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</u>. California, Sage Publications Ltd, p 17.

9. Baehler, K. (2002). "Intervention Logic: A User's Guide", <u>Public Sector</u>, 25 (3): 14-20.

10. Punch, K.F. (2005). "From Research Questions to Data", Chapter 4 in <u>Introduction to Social Research: Quantitative and Qualitative Approaches.</u> London, Sage Publications Ltd, pp. 44-61.

11. Punch, K.F. (2005). "Quantitative Research Design", Chapter 5 in <u>Introduction to Social Research: Quantitative and Qualitative Approaches.</u> London, Sage Publications Ltd, pp. 62-84.

12. Creswell, J.W. (2007). 2nd Edition. "Designing a Qualitative Study", Chapter 3 in <u>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</u>. California, Sage Publications Ltd, pp. 35-52.

13. Creswell, J.W (2009). "Mixed Methods Procedures", Chapter 10 in <u>Research Design: Qualitative, Quantitative and Mixed Methods Approaches</u>, Sage, Los Angeles pp. 203-225.

14. Davidson, E.J. (2005) "Meta-evaluation" Chapter 11 in Davidson, E.J. (2005) <u>Evaluation Methodology Basics</u> Sage Publications Thousand Oaks pp 205-219

Topic 3

Good practice in monitoring and evaluation

Readings provided on Blackboard

15. Social Policy Evaluation and Research Committee (SPEaR) (2008). <u>SPEaR Good Practice Guidelines 2008.</u> Wellington, SPEaR.

16. Social Policy Evaluation and Research Committee (SPEaR) and Aotearoa New Zealand Evaluation Association (**anzea**) (2007). <u>Report on the SPEaR Best Practice Māori Guidelines Hui 2007: A Collaboration Between SPEaR and **anzea**</u>. Wellington, SPEaR and **anzea**.

17. Morra Imas, L.G. and Rist, R.C. (2009) "Guiding the Evaluator: Evaluation Ethics, Politics, and Guiding Principles" Chapter 14 in Morra Imas, L.G. and Rist, R.C. (2009) <u>The Road to Results</u> World Bank

Additional Recommended Reading

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

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

Key Websites and Journals related to Evaluation

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

ANZEA (Aotearoa New Zealand Evaluation Association): www.anzea.org.nz/

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

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

American Journal of Evaluation: www.sagepub.com/journalsProdManSub.nav?...Journal201729

Social Policy Journal of New Zealand: www.msd.govt.nz/.../journals.../social-policy-journal/

Evaluation and Program Planning: www.elsevier.com/locate/evalprogplan