

**School of Government**

**PADM 510**

**APPROVED PERSONAL COURSE OF STUDY**  
**(24 Points)**

**(Taught with MMPM 527 / MAPP 554**  
**MONITORING AND EVALUATION IN THE PUBLIC SECTOR)**

**Trimester Two / 2011**

**COURSE OUTLINE**

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**Names and Contact Details**

**Course Coordinator:** **Associate Professor Jackie Cumming**  
Room GB 315, Level 3, Government Building, 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**

**Masters 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)

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

**Trimester Dates**

From Wednesday 6 July to Monday 31 October 2011

## **Withdrawal from Course**

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.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 22 July 2011**.
2. The standard last date for withdrawal from this course is **Friday 23 September 2011**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

## **Class Times and Room Numbers**

<b>Module One:</b>	Wednesday 6 July 2011	8.30am – 6.00pm
<b>Module Two:</b>	Wednesday 31 August 2011	8.30am – 6.00pm
<b>Module Three:</b>	Wednesday 19 October 2011	8.30am – 6.00pm

**Attendance is required at all three modular teaching days**

**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.

## **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: 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
- Intervention logic
- 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
- Comparative analyses using other national and international sources of evidence
- Reporting and dissemination

## Topic 3: 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
- 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

## **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.

PADM candidates are expected to achieve these learning outcomes at a level that reflects the fact that this is a 24 point course. Moreover, in terms of learning outcomes, students are expected to engage at a level appropriate for senior managers in the NZ public sector (e.g. a strategic rather than operational focus; oriented towards whole-of-government rather than a single work unit or organisation; demonstrating synthesis, contextuality and multidisciplinary in thinking), and will accordingly be assessed on that basis.

## **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 seven 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 and regular learning is necessary between modules (students who leave everything to the last moment rarely achieve at a high level).

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course.

## **Readings**

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** 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](http://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" section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria and Blackboard, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or [its-](#)

[service@vuw.ac.nz](mailto: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/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **Assessment Requirements**

There are two items of assessment. They are:

<b>Item</b>	<b>Marks</b>	<b>Due</b>
1. Critique (2,000 words)	40%	5.00pm, Monday 15 August 2011
2. Case Study (3,500 words)	60%	5.00pm, Monday 31 October 2011

### **1. Critique**

**2,000 words; Worth 40% of the course mark**

**Due: 5.00pm, Monday 15 August 2011**

Choose an existing evaluation report or paper and provide a critique of that evaluation, paying particular attention to:

- whether the evaluation goals and objectives and questions are clearly set out;
- whether the type of evaluation and the methodology and methods were appropriate to the policy initiative concerned and to the evaluation goals and objectives;
- the strength of the findings; and
- whether the conclusions drawn are supported by the findings of the evaluation.

### **2. Case Study**

**3,500 words; Worth 60% of the course mark**

**Due: 5.00pm, Monday 31 October 2011**

EITHER:

Identify a key policy initiative which you believe could benefit from an evaluation being undertaken to determine its effectiveness and design an evaluation for it.

- Briefly outline the policy context in which this evaluation would take place; and provide details on the initiative; its target group; its key components; the desired immediate, intermediate and longer term outcomes; and the relationship between the initiative and desired outcomes.
- Outline the evaluation questions; how the evaluation design is influenced by the policy initiative's intervention logic; methods; likely data sources; and likely analyses.
- Identify any likely problems with each of these components and discuss how you would manage these.

OR:

Provide detailed comments and recommendations for improving the evaluation you critiqued for assignment one, focusing in particular on the evaluation questions; how the evaluation design is influenced by the intervention logic; methods; likely data sources; and analyses. Identify any likely problems with each of these components and discuss in detail how you would manage these.

NOTE: For ALL assignments, please ensure your name is included on all pages of the essay. Please also use 1.5 line spacing and include a 4.5cm margin on the right hand side for comments.

**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 6140.

Assignments submitted by post are given two days grace to allow for delivery time, while assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus, office hours = 8.30am to 5.00pm, Monday to Friday) by the due date/time. The assignment box is cleared daily, and assignments will be date stamped.

#### Quality Assurance 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.

**Students should keep a copy of all submitted work.**

#### **Class Attendance**

**Attendance is required at all three modular teaching days.**

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**

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**

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

**NOTE:** Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to [www.victoria.ac.nz/its/student-services/FAQs.aspx#Email\\_Forward](http://www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward) for more information.

**You are recommended to ensure that your computer access to Victoria University's computer facilities, such as myVictoria, Blackboard and email, is working BEFORE your course starts.** If you have any problems, you should contact the ITS Helpdesk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto: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/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **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 [www.turnitin.com](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: [www.victoria.ac.nz/home/study/plagiarism.aspx](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**

[www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx)

**General University Policies and Statutes**

Find key dates, explanations of grades and other useful information at

[www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study)

Find out about academic progress and restricted enrolment at

[www.victoria.ac.nz/home/study/academic-progress.aspx](http://www.victoria.ac.nz/home/study/academic-progress.aspx)

The University's statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar.aspx](http://www.victoria.ac.nz/home/study/calendar.aspx) (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at

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

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

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

**Faculty of Commerce and Administration Offices**

[www.victoria.ac.nz/fca/studenthelp/](http://www.victoria.ac.nz/fca/studenthelp/)

**Te Pūtahi Atawhai**

**Maori and Pacific Mentoring Programme**

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

## **Reading List for 2011**

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 (3<sup>rd</sup> 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 (3<sup>rd</sup> edition). The Guilford Press New York.
- 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.

## 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. Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson; pp. 27-39.
2. 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.
3. New Zealand Government (2008). Performance Measurement: Advice and Examples on How to Develop Effective Frameworks. Wellington: State Services Commission and The Treasury.
4. 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.
5. Owen, J. M. (2007) "Focussing Evaluative Inquiry: Evaluation Forms and Approaches" Chapter 3 in Program Evaluation: Forma and Approaches (3<sup>rd</sup> 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) What Counts as Credible Evidence in Applied Research and Evaluation Practice? Los Angeles Sage, pp 239-251.

## Topic 2

### Good practice in monitoring and evaluation

#### *Readings provided on Blackboard*

7. Social Policy Evaluation and Research Committee (SPEaR) (2008). SPEaR Good Practice Guidelines 2008. Wellington, SPEaR.
8. 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.
9. 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) The Road to Results World Bank
10. Hawkins Penny (2003) “Contracting evaluation: a tender topic” Chapter 2.1 in Lunt, N., Davidson, C., and McKegg, K. Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson; pp. 48-57
11. Gluckman (2011) “Towards better use of evidence in policy formation: a discussion paper” <http://www.pmcsa.org.nz/wp-content/uploads/2011/04/Towards-better-use-of-evidence-in-policy-formation.pdf>
12. Baehler, K. (2002). “Intervention Logic: A User’s Guide”, Public Sector, 25 (3): 14-20.

### Topic 3

#### Methodologies and methods in monitoring and evaluation

##### *Readings provided on Blackboard*

13. Creswell, J.W. (2009). "The selection of a research design", Chapter 1 in Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage, Los Angeles pp. 3-21.
14. Creswell, J.W. (2007). 2<sup>nd</sup> Edition. "Table 2.1 Philosophical Assumptions With Implications for Practice", from Chapter 2 in Qualitative Inquiry and Research Design: Choosing Among Five Approaches. California, Sage Publications Ltd, p 17.
15. 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.
16. 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.
17. 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.
18. Creswell, J.W (2009). "Mixed Methods Procedures", Chapter 10 in Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage, Los Angeles pp. 203-225.
19. Davidson, E.J. (2005) "Meta-evaluation" Chapter 11 in Davidson, E.J. (2005) Evaluation Methodology Basics Sage Publications Thousand Oaks pp 205-219

### ***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. [www.hrc.govt.nz](http://www.hrc.govt.nz)
- Health Research Council of New Zealand (2005). Guidelines on Pacific Health Research. Auckland, Health Research Council of New Zealand. [www.hrc.govt.nz](http://www.hrc.govt.nz)

### ***Key Websites and Journals related to Evaluation***

- SPEaR (Social Policy Evaluation and Research Committee): [www.spear.govt.nz/](http://www.spear.govt.nz/)
- ANZEA (Aotearoa New Zealand Evaluation Association): [www.anzea.org.nz/](http://www.anzea.org.nz/)
- AES (Australasian Evaluation Society): [www.aes.asn.au/](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>
- American Journal of Evaluation: <http://aje.sagepub.com/>
- Social Policy Journal of New Zealand:  
[www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/index.html](http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/index.html)
- Evaluation and Program Planning: [www.elsevier.com/locate/evalprogplan](http://www.elsevier.com/locate/evalprogplan)