TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

# VICTORIA
## UNIVERSITY OF WELLINGTON

**School of Government**

# MAPP 528
## LOCAL GOVERNMENT
### (15 Points)

### Trimester 1 / 2012

### COURSE OUTLINE

## Names and Contact Details

**Course Coordinator:**   **Professor Claudia Scott**
Room RH 805, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5377
Email: claudia.scott@vuw.ac.nz

**Other lecturer**   **Dr Mike Reid**
**and presenter:**   Principal Adviser, Local Government New Zealand

There will also be presentations from experienced practitioners from local and central government

**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

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

## Trimester Dates

From Tuesday 20 March to Friday 4 May 2012

## 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 **Tuesday 20 March 2012**.

2. The standard last date for withdrawal from this course is **Thursday 22 March 2012**. 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

This course is delivered in an intensive format, taught over four consecutive days.

| | |
|---|---|
| **Dates:** | Tuesday 20 – Friday 23 March 2012 (inclusive) |
| **Class Times:** | 9.00am – 5.30pm, Tuesday 20 – Thursday 22 March 2012 |
| | 9.00am – 12.00pm noon, Friday 23 March 2012 |
| **Location:** | Room RWW 501, Level 5, Railway West Wing, Pipitea Campus |

**Attendance is <u>required</u> for all four teaching days**

## Course Content

This course provides an overview of policy, management and reform issues in the local government sector, drawing on various concepts, frameworks and reform trends and practices in New Zealand and in other countries. Consideration is given, in particular, to strategic policy and management issues surrounding local government and governance. Specific attention is given to the Local Government Act 2002 including the capability and performance of local governments in contributing to economic, social, environmental and cultural outcomes for communities.

## Course Learning Objectives

- To enhance understanding of the key concepts and frameworks relating to public policy and public management and their relevance and applicability to the local government sector;
- To gain better appreciation of contemporary developments in local government and governance, including national and international trends and influences;
- To enhance participants' understanding of the context of local government – including the roles, relationships and interfaces among councils, central government, local communities and the private and community sectors;
- To understanding the impacts of the LGA 2002 on strategic planning practices, and on the performance and capability in the local government sector;
- To reflect on current trends and proposals for local government reform – drawing on theories and experiences in New Zealand and in other countries.

## Course Delivery

This course is delivered in an intensive format over four consecutive days. **Attendance is <u>required</u> for all four teaching days.**


## 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 day of the course and regular learning is also necessary (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 (including class time) for a 15-point course.


## Group Work

Group work will be included during the course; however, written assessments will be prepared and submitted on an individual basis.


## Readings

Participants are required to read appropriate literature as provided in the course readings, which can be found on Blackboard. Some additional readings and handouts will be distributed in class. A listing of topics covered follows:

| Day 1 | Readings |
|---|---|
| Local Government and Governance: Trends, issues and basic concepts | Cheyne (2006) 'Local Government'<br>Reid (2008) Local Government Reform<br>ACELG (2011) Evolution in Community Governance: building on what works<br>Wolman (2008) Comparing Local Govt |
| Local government functions, structures and finance: theory and normative frameworks | Bailey (2004) Strategic Issues<br>Dollery and Wallis (2001) Market Failure<br>Local Government Finance: Gold Report 2010 |
| Strategic Planning and Management | Bryson, J (2003) 'Strategic Management and Planning', in Peters. G. and J. Pierre Handbook of Public Administration, London: Sage, pp. 38-47<br>Bill, T., Collinge, C., and Worrall, L., (1998) 'Managing Strategy in Local Government' |

| Day 2 | Readings |
|---|---|
| Local Government, Governance and the LGA 2002 | Local Government Strategic Planning: in theory and practice Chapter 2<br>Cheyne, C. (2008) 'Empowerment of Local Government in New Zealand: a new model for contemporary local-central relations?' *Commonwealth Journal of Local Governance*, Issue 1: May<br>Reid (2006) Framework of Local Governance |
| Council Experiences Implementing the LGA 2002 | The experiences of councils in strategic planning and management practices are considered drawing, in particular on findings from the FRST Local Futures Project<br>See: www.victoria.ac.nz/localfutures/<br>Local Futures (2006) Local Government, Strategy and Communities, Chapters 3 and 4<br>Local Futures (2011) Local Government Strategic Planning: in theory and practice Chapters 3 and 4 |
| Councils and Central Government: the challenge of multi-level governance | Banner (2002) Community Governance and the Central-local Relationship<br>Scott and McNeill (2006) Community Strategic Planning |
| Governing Metropolitan Areas: the Auckland Model | Reid (2009) The Auckland Debate: is Big City Governance always this difficult? Policy Quarterly Vol. 5 No. 2.<br>www.dia.govt.nz/diawebsite.nsf/wpg_URL/Whats-new-Local-Government-(Auckland-Council)-Act-2009-Passed?OpenDocument |

| Day 3 | Readings |
|---|---|
| Performance Management and Measurement in Local Government | Norman (2003) Managing for Performance<br>I&DeA (2010) A Manager's Guide to Performance Management |
| Assessing Strategic Management Performance and Capability | Local Government Strategic Planning: in theory and practice Chapter 5 |
| Leadership in Local Government | Hambleton (2011) Place-based Leadership in a Global Era, *Commonwealth Local Government Research Collo*quium, Cardiff |

| Day 4 | Readings |
|---|---|
| Reform Options for Local Government | Local Government Strategic Planning: in theory and practice Chapters 6 and 7<br>Cheyne (2011) The Auckland Effect: what next for other councils? In *Along a Fault Line: NZ's changing local* government landscape, Dunmore Publishing<br>Reid 2011 Does the Reform of English Local Government Contain Lessons for New Zealand? *Policy Quarterly* Vol. 7 No. 4 November 2011 |

**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" 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 , 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.

## Materials and Equipment

No special materials and equipment are required.

## Assessment Requirements

| Assignment | Due Date | Weight | Guidelines |
|---|---|---|---|
| 1. Essay 1 | Wednesday 11 April 2012 | 35% | 2,000 words maximum |
| 2. Essay 2 | Friday 4 May 2012 | 50% | 3,000 words maximum |
| 3. Contribution to class discussion and group work | | 15% | |

Please submit ALL assignments by email attachment to sog-assignments@vuw.ac.nz and be sure to keep a copy of everything that you send. Provide a word count on the cover sheet of each assignment (which excludes references) and **DO NOT** exceed the word limit.

1. **Essay 1 (35%) 2,000 words (maximum)**
   **Due Wednesday 11 April 2012**

   Answer one of the following three questions:

   a)   Professor Stephen Bailey has provided a set of normative principles which should govern decisions about the functions, structures and financing arrangements for local governments.  To what degree do New Zealand arrangements conform to these principles?  Comment briefly on the degree to which current settings regarding functions, structure and financing arrangements are aligned, having regard to their nature and to international trends in local government and governance.

   OR

   b)   "We contend that cogent reasons exists which suggest that local governments are much more susceptible to government failure than higher levels of government' (Dollery and Wallis 2001, p. 53).  Evaluate this statement drawing on information and evidence and on theories of market and government failure as applied to NZ local government.

   OR

   c)   To what extent have local government reforms in New Zealand mirrored changes which took place at the central government level?  Highlight and briefly discuss specific similarities and differences in the reform experiences of central and local government in the New Zealand context.  Be sure to provide relevant information and arguments to support your position.

   Note: Alternatively, you may apply any of the above questions to another local government system with which you are familiar.


2. **Essay 2 (50%) 3,000 words (maximum)**
   **Due Friday 4 May 2012**

   Answer one of the following three questions:

   a)   Drawing on academic and practitioner literatures, identify the strengths, weaknesses, opportunities and threats surrounding government and governance reforms in Auckland. Comment on and provide justification for further changes and reforms which will enhance efficiency, effectiveness and performance of the Auckland Regional Council.

   OR

   b)   Discuss local government reform trends in two countries (include New Zealand or another country with which you are very familiar). Briefly compare key features surrounding their functions, structures, financing arrangements and interfaces with central/federal governments. Discuss the degree to which current policy settings

are successful in terms of delivering strategic planning performance, management and leadership in the local government sector. Identify any further changes which may be required.

OR

c)    Select two local government councils and assess their Long Term Council Community Plans with respect to the following criteria:

- the clarity of direction offered by community outcomes;
- the nature and effectiveness of the linkages between council activities (outputs) and outcomes;
- the degree to which meaningful measures have been proposed to assess whether outcomes will be advanced over the 3 year life of the plan;
- the degree to which the plan reflects a council as 'service provider' and/or as a partner in furthering 'community governance';
- the potential of the plan to improve council's strategic performance and capability and enhance its contribution to community leadership.

**There is no final exam for this course.**

**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_ for all four teaching days.**

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, 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 significant part of a day (i.e. more than two hours), you must advise the course coordinator 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

You must submit or participate in all pieces of assessment required for this course.

## Communication of Additional Information

The Course Coordinator is available to communicate with students by email and telephone, and to meet by appointment. Additional information will be conveyed to students via email and Blackboard to all class members.

**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 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 , 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.

# 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.**

# 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**
Find key dates, explanations of grades and other useful information at
www.victoria.ac.nz/home/study

Find out about academic progress and restricted enrolment at
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 ,
except qualification statutes, which are available via the Calendar webpage at
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

**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/

**Te Putahi Atawhai**
**Maori and Pacific Mentoring Programme**
www.victoria.ac.nz/tpa/