

**School of Government**

**PADM 502**  
**DESIGNING PUBLIC POLICIES AND PROGRAMS**  
(24 Points)

**Trimester Two / 2012**

**COURSE OUTLINE**

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**Names and Contact Details**

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## **Trimester Dates**

Monday 2 July to Monday 27 August 2012

## **Withdrawal from Course**

Notice of withdrawal must be in writing / emailed to the Administrator, School of Government, Victoria University of Wellington. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

## **Class Times and Room Numbers, Course Content, Course Learning Objectives, Course Delivery, Expected Workload, Group Work, Readings, Materials and Equipment, Assessment Requirements, Class Attendance, Penalties, Mandatory Course Requirements, Communication of Additional Information and Academic Integrity/Plagiarism**

Refer to the subject outline supplied by ANZSOG.

## **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 Offices**

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

### **Te Putahi Atawhai Maori and Pacific Mentoring Programme**

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

## Subject Outline

### Subject Leaders

Professor Mark Evans and Professor Claudia Scott share leadership of this subject and draw on the expertise of public sector practitioners and other Faculty presenters. Information on other Faculty contributions is provided at each intensive. The subject draws significantly on the book *'Adding Value to Policy Analysis and Advice'* that Claudia co-authored with Dr Karen Baehler, a former colleague at Victoria University.

### Mark Evans

Professor Mark Evans, a leading expert in public policy and administration, joined the ANZSOG Institute for Governance in Canberra as Director in 2009. He is a Professor of Governance and has honorary titles with Renmin University in Beijing and the Universities of York and Hull. Mark obtained his Ph. D. (Government) in 1994 from Strathclyde. His area of research covers public sector institution-building and processes of governance. He is the editor of the international journal *Policy Studies* and his recent books include *Constitution-making and the Labour Party* (2004), *Policy Transfer in Global Perspective* (2005), *Policy Analysis and Policy Processes* with Graeme Wilson (2007), *New Directions in the Study of Policy Transfer* (2009), *Understanding Competition States* (2010) and *The Rudd Government* (2011). He has delivered training and managed evaluation projects for the World Bank in Afghanistan, United Nations agencies, the European Union, and various government departments in UK and Australia. Before taking this role Mark was Professor of Government, Head of Department of Politics and Director of the University of York MPA program in the UK.

### Claudia Scott

Professor Claudia Scott was appointed Professor of Public Policy at ANZSOG in 2003. She is Professor in Public Policy at the School of Government, Victoria University of Wellington and holds an MA and PhD in Economics from Duke University, North Carolina, USA. Her research interests include policy analysis and advising, local government strategic planning and management and health policy. Some recent publications include *Local Government Strategic Planning* (2011) and *Local Government Strategy and Communities* (2006), both co-authored with Mike Reid and Jeff McNeill, published by the Institute of Policy Studies and *Adding Value to Policy Analysis and Advice* with Karen Baehler UNSW Press, 2010. Claudia has held Ministerial appointments in health reform, local government finance, and arts policy. In 1997 she received an ONZM for services to public administration. She was Director of the Master of Public Policy Degree at Victoria University (1986-2003) and has designed and taught professional development courses in Australia and New Zealand. Prior to joining Victoria University, Claudia taught public finance at the University of Auckland (1974-80).

## **Subject Abstract**

Designing public policies and programs is recognised more as art and craft than science. This subject supports the further development of skills and capabilities of managers and advisers to address priority policy issues. Strategic and operational policy work supports government efforts to make policy and service delivery choices which enhance public value and contribute to better outcomes for citizens.

Providing free and frank advice is challenging in a constrained and turbulent economic and political environment. Professional policy advisers must meld analytical and political dimensions as they exercise their craft – having regard for the authorising environment, responsiveness to government priorities and policy commitments, access to a robust information and evidence base and knowledge of international best practice.

## **Subject Overview**

Designing Public Policy and Programs explores aspects of strategic and operational policy with attention to both simple and more complex issues. Participants learn about different policy skills and practices and apply policy tools and techniques, analyse and link problems to solutions, and use frameworks to design different policy options. Consideration is given to the values and impacts of policy alternatives on desired outcomes.

Additional related topics include: policy innovation, implementation, policy learning and transfer, citizen engagement, and organisational and sectoral strategies for building policy capability and performance. The subject explores applied problem-solving through the group project which develops the skills to design and evaluating policy options for a policy areas with which students have had limited, if any, previous knowledge or experience. Students have ‘hands on’ experience applying different tools and techniques and policy frameworks to their topic. On Friday students present their work to other project teams and engage in whole group discussion which maximises opportunities for student learning and interaction.

## **Relationship to Other Subjects**

Designing Public Policy and Programs (DPPP) has close linkages to Delivering Public Value (DPV) as it brings policy analysis and advising skills to bear on assessing the public value arising from alternative strategic and operational policy issues and challenges. DPPP draws heavily on Government and the Market Economy (GME) with respect to policy frameworks, such as market and government failure and criteria, including effectiveness, efficiency and value for money. The subject also establishes the importance of information, evidence and policy tools and techniques to professional policy practice. Specific tools and techniques are explored more fully in Decision-making Under Uncertainty (DMUU).

## **Learning Outcomes**

Students completing this subject will:

- Understand different models of and approaches to policy analysis and advising and their usefulness for policy and management practice;
- Become more proficient at designing and crafting policy options for simple and complex issues;
- Acquire knowledge about citizen-centred policy making, policy learning from overseas, policy implementation and policy innovation;
- Develop further understanding of policy systems in Australia and New Zealand and their strengths and weaknesses;
- Reflect on the features which define ‘quality’ and ‘value’ in policy advisory work, including strategies for enhancing performance and capability of the policy system.

## Teaching and Learning Methods

This subject is taught intensively from Monday to Friday (midday). It utilises a variety of formats including short briefings on specific topics, project team workshops, syndicate discussions of cases, whole group discussion of cases and topics, and presentations by guest speakers. The program requires continuous student participation. This means it is important for everyone to read and prepare in advance for the sessions and case studies. Essential readings and recommended reading for this subject are available in the reading pack or on the ANZSOG eLearning site.

## Overview of Subject Topics

Topic	Topic title	Activities
1	Introduction to the Subject	Whole group discussion
2	Scoping Policy Problems and Opportunities	Project teams apply policy tools to scope their topic
3	Building the Capacity for Policy Innovation	Problem-solving exercise: 'evaluating the ingredients of effective public value innovation'
4	Framing Policy Issues	Project team consider concepts and frameworks to underpin the design of options
5	Understanding Implementation in Public Policy Design	Bill Burmester, ' <i>Talking Head</i> ' video clip
6	Working in a Contested Policy Environment	<b>Case Study:</b> New Bedford Harbor
7	Developing Policy Options, Criteria and an Outcomes Matrix	Discussion of worked examples
8	Designing Citizen-centred Policy	<b>Case Study:</b> Citizen-centric Governance in the Murray Darling Basin
9	Crafting Policy	Whole group discussion
10	Policy Learning from Overseas	Meredith Edwards, ' <i>Talking Head</i> ' video clip
11	Building Policy Capability and Performance	<b>Case Study:</b> Meeting the Environmental Challenges of the 21 <sup>st</sup> Century

**Note:** There may be some minor differences in the topics covered across the three intensives.

## Overview of Assessment Tasks

All assessment tasks should be submitted to ANZSOG by email attachment to [assignment@anzsog.edu.au](mailto:assignment@anzsog.edu.au). Please ensure the cover sheet is included **within** the documents and records the number of words in your assignment.

### Canberra (18-22 June)

Task	Length	Marks	Deadline
First individual assignment	up to 1000 words	20%	Monday 18 June <b>hard copy by 8:45 am</b>
Project assignment (2 parts) <ul style="list-style-type: none"><li>• Presentation</li><li>• Written report</li></ul>	15 mins + questions up to 3000 words	10% 30%	22 June 19 July
Second individual assignment	up to 2000 words	40%	13 August

### Brisbane (25-29 June)

Task	Length	Marks	Deadline
First individual assignment	Up to 1000 words	20%	Monday 25 June <b>hard copy by 8:45 am</b>
Project assignment (2 parts) <ul style="list-style-type: none"><li>• Presentation</li><li>• Written report</li></ul>	15 mins + questions up to 3000 words	10% 30%	29 June 23 July
Second individual assignment	Up to 2000 words	40%	20 August

### Wellington (2-6 July)

Task	Length	Marks	Deadline
First individual assignment	Up to 1000 words	20%	Monday 2 July <b>hard copy by 8:45 am</b>
Project assignment (2 parts) <ul style="list-style-type: none"><li>• Presentation</li><li>• Written report</li></ul>	15 mins + questions up to 3000 words	10% 30%	6 July 30 July
Second individual assignment	Up to 2000 words	40%	27 August

## Details of the Subject Schedule, Topics and Readings

### **Topic 1: Introduction to the Subject**

#### *Overview*

This session provides an introduction to the subject including the learning outcomes and approaches which will be used. The learning objective here is to provide participants with a clear understanding of what Designing Public Policies and Programs is about and some of the challenges and opportunities surrounding the public sector policy advisory system.

#### *Essential Readings*

Scott, C. & Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: UNSW Press. Chapters 1 & 2.

Advisory Group on Reform of Australian Government Administration (AGRAGA) (2010) *Ahead of the Game: Advisory Group on the Reform of Australian Government Administration*, Canberra: Commonwealth of Australia. (Executive Summary only) Full report at: [http://www.dpmc.gov.au/publications/aga\\_reform/aga\\_reform\\_blueprint/index.cfm](http://www.dpmc.gov.au/publications/aga_reform/aga_reform_blueprint/index.cfm)

NZ Policy Expenditure Review (2010) (Summary of the Government Response to the Review of Expenditure on Policy Advice only) Full report at: <http://www.treasury.govt.nz/statesector/policyexpenditurereview>.

### **Topic 2: Scoping Policy Problems and Opportunities**

#### *Overview*

This topic looks at how to scope policy issues. It introduces some tools and techniques to develop skills in problem solving, opportunity definitions and for possible solutions.

#### *Essential Readings*

Scott, C. & Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: UNSW Press. Chapter 2.

#### *Recommended Readings*

One of the following readings may be relevant to your first assignment:

Bardach, E. (1995) *Policy Analysis: A Handbook for Practice*, Electronic Hallway, Public Service Curriculum Exchange.

Althaus, C., Bridgman P., and Davis G. (2007) 'The Policy Cycle', in *The Australian Policy Handbook* (4th edn), Crows Nest: Allen & Unwin, p. 32-42.

Rhodes, R., Wanna, J. and Weller, P. (2008) "Reinventing Westminster: How public executives reframe their world", *Policy & Politics* 35.4: 461-79.

### **Topic 3: Building the Capacity for Policy Innovation**

#### *Overview*

This topic explores the potential for the Australian and New Zealand public sectors to address current challenges in governance by building the capacity for public value innovation. This refers to the creation and implementation of new processes, products, services and methods of delivery through collaboration with citizens and stakeholders, which result in positive social and economic outcomes for the citizenry.

#### *Essential Readings*

Evans (2012), *Innovation in Australian local government*, ACELG/ANZSIG, Sydney.

## **Topic 4: Framing Policy Issues**

### **Overview**

The analysis of policy issues involves drawing on and selecting different concepts and frameworks to design options for consideration by decision makers. The framing of issues is key to options design and to identifying the role(s) of government (and others).

### **Essential Reading**

Scott, C. & Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: UNSW Press. Chapter 3

## **Topic 5: Understanding Implementation in Public Policy Design**

### **Overview**

This topic explores ways to achieve successful policy implementation through using the concept of strategic learning to mitigate obstacles to successful policy delivery. A better practice guide and a case study will be used to explore the relationship between successful implementation and policy design.

### **Essential Readings**

Department of Prime Minister & Cabinet (2006) *Better Practice Guide on the Implementation of Programme and Policy Initiatives: Making implementation matter*, (brochure), Australian National Audit Office, Commonwealth.

### **Essential Viewing**

Bill Burmester, 'Implementing the School Building Program'. Online video clip. Accessed on 24 April 2012. <http://www.governanceinstitute.edu.au/> (Available on the eLearning/Moodle DPPP12 page)

### **Preparatory Question:**

What does this case study tell us about the relationship between policy and implementation?

## **Topic 6: Working in a Contested Policy Environment: New Bedford Harbour**

### **Overview**

This case study explores the efforts of the Environmental Protection Agency in addressing a serious environmental problem with the New Bedford Harbor community. It shows how solving policy problems requires both analytical and political aspects to be addressed.

### **Essential Reading - Case Study:**

Case Teaching Resource from The Evans School of Public Affairs: Downer, E. and Doberstein, C. (2011) *New Bedford Harbor Part A*

### **Questions for Syndicate Groups:**

1. What is the policy issue at the centre of this case?
2. How good was the policy development work done by the EPA?
3. What is the council's view on this matter and how much support and opposition exists to the EPA's proposals? How powerful is HARC?
4. What options are open to the EPA? What should Gail Garman do now?
5. What insights does this case offer for 'good practice' policy development?

## **Topic 7: Developing Policy Options, Criteria and the Outcomes Matrix**

### **Overview**

This topic brings together earlier work on scoping and framing policy problems and links them to options involving different policy instruments. It considers criteria – the values and impacts of options – and discusses how to create an outcomes matrix and contingent recommendations.

### **Essential Reading**

Scott, C. & Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: UNSW Press. Chapter 3 (p.109-138) and Chapter 4.

## **Topic 8: Designing Citizen-centred Policy Making**

### **Overview**

This topic explores the potential to improve policy outcomes by greater attention to designing deliberative, citizen-centred policy analysis, which blurs many of the traditional boundaries between: policy-makers and the ‘targets’ of policy; different stages of the policy process; and bureaucratic rationality and political decision-making.

### **Essential Reading**

Involve (2005), *People and Participation – how to put citizens at the heart of decision-making*, Involve, London.

### **Essential Reading - Case Study:**

ANZSIG Case Library: Mark Evans (2012), *Citizen-centric Governance in the Murray Darling Basin*.

## **Topic 9: Crafting Policy**

### **Overview**

This topic looks at more advanced policy practices where elements of crafting are required. We consider the Australia and New Zealand hexagon as a tool for assisting practitioners to design policy work which is fit for purpose.

### **Essential Reading**

Scott, C. & Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: UNSW Press. Chapter 5.

## **Topic 10: Policy Learning from Overseas**

### **Overview**

Policy ideas are increasingly informed by lessons derived from other countries or sectors. This session considers ways in which governments can develop guidelines and policy practices which provide for progressive learning and successful policy transfer.

### **Essential Reading**

Rose, R. (2001), *Future Governance: Lessons from Comparative Public Policy ‘Ten steps in learning lessons from abroad’*, (brochure), ESRC Future Governance Programme, Hull.

### **Essential Viewing**

Meredith Edwards, *‘Talking Head: the Development of the Child Support Scheme’*. Online video clip. Accessed on 24 April 2012. <http://www.governanceinstitute.edu.au/> (Available on the e-Learning/ Moodle DPPP12 page)

### **Preparatory Question:**

What lessons for better practice can be drawn from this experience?

## **Topic 11: Building Policy Capability and Performance**

### **Overview**

This topic considers some of the individual and organisational changes which are needed to lift policy capability and performance. We focus on the specific experiences of the New Zealand Ministry for the Environment as it put in place a strategy to transform the agency into a high-performing policy shop.

### **Essential Reading**

Scott, C. & Baehler, K. (2010) *Adding Value to Policy Analysis and Advice*, Sydney: UNSW Press, Chapter 6.

### **Essential Reading - Case Study:**

Meeting the Environmental Challenges of the 21<sup>st</sup> Century: sharpening up the policy focus. ANZSOG Case Study Program (2012)

### **Essential Viewing:**

Guy Beatson, 'Ministry for the Environment recruitment video'. Online video clip. Accessed 14 May, 2012. [http://www.youtube.com/watch?v=dcAm\\_qYHnmw](http://www.youtube.com/watch?v=dcAm_qYHnmw)  
(Available on the e-Learning/ Moodle DPPP12 page)

### **Questions for Syndicate Groups:**

1. Identify the key elements of the Ministry for the Environment's strategy to build policy capability.
2. Identify some opportunities and risks associated with this strategy.
3. Describe the views of quality and value which appear to be central to the capability-building strategy.
4. Discuss the specific measures used by the Ministry for the Environment. How good are they? Suggest some alternatives to these measures.
5. What insights does this case offer for 'good practice' policy development?

## **Details of Assessment Tasks**

### **1 First Individual Assignment**

Answer **one** of the following three questions:

1. Select Bardach **or** Althaus, Bridgman and Davis as an example of a model of policy development. To what extent does this model give consideration to: (a) outcomes; (b) citizen engagement and (c) both analytical and dimensions of policy development. (Note: you may substitute another model of policy development from your own agency/jurisdiction).

**OR**

2. Recent reviews of policy in both Australia and New Zealand suggest that it is now more difficult to provide strategic policy advice which is 'frank and fearless'. Do you agree? Provide reasons to support your position and identify key influences which help explain the changing role and contribution of public sector advisers relative to other actors and institutions in shaping strategic policy advice.

**OR**

3. Briefly outline an activity or service in the public sector which relates to your work and/or with which you are familiar. Discuss the role(s) of government and others (if applicable, such as the private or community sector) in the delivery of this service or activity. Discuss possible options for changing the role(s) of government and non-governmental actors and institutions and briefly outline likely strengths and weaknesses of these options.

**Note:** See 'recommended readings' listed in Topic 2.

**Length:** Maximum 1000 words, typed on A4, double-spaced, with ample margins.

**Date Due:** This assignment is due at registration on the first day of subject delivery. Before this, you must have sent it to ANZSOG at [assignments@anzsog.edu.au](mailto:assignments@anzsog.edu.au) Be sure to include a cover sheet which includes a word count of your essay. Please bring a hard copy and submit to ANZSOG staff at the registration tables. Please note that printing facilities will not be available at the venue before the program commences, so you will need to print your assignment before you arrive.

**Marks:** 20%

## 2 Project Team Assignment

This assignment will be linked to four different policy areas: priority setting in health care; arts and culture; affordable housing; and industry policy. Students will be notified of their topic prior to the module and will receive further advice at the module about narrowing down the topic area for purposes of analysis.

The context for the assignment is that policy advisers and analysts have been asked to prepare a briefing paper which offers some fresh new approaches to a strategic or operational issue in this topic area. Decision-makers are keen to explore some new options with respect to the role(s) of government and the private and community sectors.

Each project team will scope and frame the issue and apply various policy tools and techniques. On Friday project teams will report on their progress in developing a set of policy options and criteria in the form of an outcomes matrix, respond to questions from other participants and provide comment and questions to other project teams.

Following the intensive, more work will be done to complete the analysis to assist decision-makers to understand the key choices and trade-offs including (if possible) some contingent (if then) recommendations. As part of your report you may wish to provide brief comment on issues relating to: (a) policy innovation or (b) policy implementation or (c) policy learning from overseas. .

**Length:** Maximum 3000 words, typed on A4, double-spaced.

**Date Due:** See assessment deadlines table above.

**Marks:** Project presentation (10%) written assignment (30%).

**Note:** Please bring a copy of your slides/notes for presentation and two hard copies for the subject leaders.

### 3 Second individual assignment

**Note:** Appendix C provides some further references for the questions relating to policy innovation, citizen-centred policy, implementation and policy learning from overseas.

Select one from the following seven topics:

1. What are the major obstacles to public value innovation in the public sector? How are these obstacles best addressed?
2. "The roots of policy failure lie in poor conception". What can policy-makers do to mitigate policy failure when designing public policies?
3. What are the principles of better practice in intergovernmental policy coordination? How should they be applied in policy design? Illustrate your answer with reference to case study examples.
4. 'Policy is made and remade in the process of implementation'. What are the implications of this observation for policy design? Take a policy or program you are currently working on and redesign it in the light of changes in the field of action noting the required changes in problem definition, policy objectives and policy instruments.
5. What are the ingredients of rational policy learning from overseas? Illustrate your answer with reference to case study examples.
6. Why do some scholars argue that public participation is essential for good policy making? How is this best achieved in practice?
7. Is there a shortfall in strategic (or alternatively operational) policy capability in your agency and/or jurisdiction? If so, describe it and identify some possible causes and contributing factors. Briefly outline some strategies to build policy capability and performance at the organisational, sectoral or system levels.

**Length:** Maximum 2000 words, double-spaced, with ample margins.

**Note:** The first page of the essay should contain an abstract of its contents of no longer than 200 words. **This will not be included in your word limit.**

Please note that an abstract is not the same as an introduction – its role is to provide other researchers with information pertaining to the core arguments and findings underpinning your research which will allow them to ascertain whether it will be useful for their own research endeavours.

**Date Due:** See assessment deadlines table below

**Marks:** 40%

## APPENDIX A

### General Guidelines for Attendance and Assessment Tasks

#### Attendance requirements

You are expected to attend all scheduled sessions as this is important to achieve your learning outcomes and assist you with your assessment tasks. Where absence is unavoidable, notification to the Subject Leader and the ANZSOG EMPA Coordinator is required in writing as soon as possible. You will be asked to give reason for your non-attendance. Work commitments will not be an acceptable reason. In the event of an absence of up to 20% of sessions, you will be requested to submit additional assessment in lieu of missed work. If the absence is more than 20% of sessions, you will be required to repeat the subject, including all assessable work. Should this occur, the results may be recorded as a fail at your university and you will then be liable for payment of the repeated subject.

Assignments, unless directed otherwise in the subject outline, should be submitted by email directly to ANZSOG by COB on the date due. Submit your assignments to **assignment@anzsog.edu.au**. You will receive confirmation of receipt via email within a day of submission.

Under ANZSOG policy, grades will be moderated across jurisdictions to a common mean in order to establish consistency across cohorts and jurisdictions. Component assessments will be marked to the nearest whole number and then aggregated for reporting to partner universities (after moderation across jurisdictions).

Assignments should be typed or neatly presented and submitted directly to ANZSOG by close of business in your specific jurisdiction on the date due. Submit your assignments at [assignment@anzsog.edu.au](mailto:assignment@anzsog.edu.au). You will receive confirmation of receipt within a day of submission.

#### Non-completion / late submission of assessment

All assessable work is compulsory and completion of all components of assessment is required to pass the subject. If, because of illness, a participant is unable to complete work or complete the exam at the scheduled time, a medical certificate must be produced. Other exceptional circumstances (e.g. bereavement, highly abnormal work obligations) affecting capacity to complete assessment should be discussed with the lecturer and separate or make-up assessment may need to be substituted to achieve the same learning outcomes. Supporting attestation, for example a work supervisor's written explanation, may be required. Penalties will apply where no adequate exception is established. Refer below for procedure.

Timely completion of assessable work is also expected. A penalty of 5% of the total mark for an item of assessment will be applied for each day late unless waiver for good reason is arranged with the subject leader beforehand. The ANZSOG Student Guide, given to all students, states:

"Extensions are normally granted only for medical or other serious reasons. Work related reasons are not normally accepted, as all students are required to balance hectic work schedules and are advised at the commencement of each subject of assessment requirements."

Applications for exception or extensions must be made before the due date. Students should complete the *EMPA application for assessment extension* form that can be found on the ANZSOG website and email it to the Senior Programs Coordinator, EMPA ([t.wigg@anzsog.edu.au](mailto:t.wigg@anzsog.edu.au)). The Senior Programs Coordinator will consult the Subject Leader and you will be contacted about any decision reached.

**Word limits**

Note that text in excess of any stipulated word length may be ignored by the instructor. Word count does not include footnotes, references or appendices, but excessive use of supplementary material in turn may be penalised.

**Referencing**

In all assessable work, full acknowledgement of sources used is required – both for general referencing and for quotation. This includes acknowledgement of any internal documents or web sources relied upon. Where extracts are used directly these must be quoted and cited, where ideas are relied upon more broadly referencing is still needed. Please include a full reference list at the end of the assignment, listing in alphabetical order all references cited in the assignment, and in a standard format. The Harvard citation style is preferred and can be found at <http://www.lc.unsw.edu.au/onlib/ref1.html>.

**Plagiarism**

Plagiarism remains unacceptable in any format for the purposes of this subject. Students should be aware that software (e.g. “Turn-it-in”) may be used at the discretion of ANZSOG to review material submitted. Serious penalties may be applied in cases of plagiarism.

**Return of marks and assignments**

ANZSOG aims at assessment turn-around of four weeks for the 1<sup>st</sup> individual assignment, the project work and the 2<sup>nd</sup> individual assignment.

## APPENDIX B

### Required Readings for Context on the Topics and for the Project Work

These readings provide you with general background and context on the topics for the project work:

Banks, G. (2008) *Industry Policy for a Productive Australia*, Colin Clark Memorial Lecture, Brisbane, 6 August.

Berry, M. (2002) *Affordable Housing Project Background Paper*, prepared for the Brotherhood of St Laurence in partnership with the Committee for Economic Development Australia.

Craik, J. (2005) 'Dilemmas in Policy Support for the Arts and Cultural Sector' *Australian Journal of Public Administration* 64.4: 6-20.

Ham, C. and Honingsbaum, F. (1998) 'Priority Setting and Rationing Health Services', in R. Saltman et al (Eds), *Critical Challenges for Health Care Reform in Europe*, Oxford University Press, p. 113-134.

## APPENDIX C

### Further References for Selected Topics for Individual Assignment 2

Please note that all Appendix C readings will be available on the DPPP e-Learning/Moodle site only.

#### Policy Innovation

Australian National Audit Office (2009), *Better Practice Guide – Innovation in the Public Sector*, available online at:

<http://www.apo.org.au/research/innovation-public-sector-better-practice-guide>.

Australian National Audit Office (2010), *“Public Sector Innovation – detailed case study material from agencies”*, Supplement to the ANAO’s Better Practice Guide.

Mulgan, G. and Albury, D. (2003), *Innovation in the Public Sector*, London: Strategy Unit/ Cabinet Office.

Centre for Social Innovation (NZ) – available online at: <http://www.nzcsi.org/tag/geoff-mulgan/>.

Improvement and Development Agency (IDeA) (2005), *Innovation in Public Services*, available online at: <http://www.idea.gov.uk/idk/aio/1118552>.

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