

**School of Government**

**MMPM 532**  
**IMPLEMENTATION AND SERVICE DELIVERY**  
**(15 Points)**

**Trimester 1 / 2013**

**COURSE OUTLINE**

---

**Names and Contact Details**

**Course Coordinator:** **Associate Professor Bill Ryan**  
Room RH 801, Level 8, Rutherford House, Pipitea Campus  
Telephone: (04) 463 5848  
Email: [bill.ryan@vuw.ac.nz](mailto:bill.ryan@vuw.ac.nz)

**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**

Friday 1 March – Friday 14 June 2013

**Withdrawal from Course**

Formal notice of withdrawal must be in writing on a Course Add/Drop form (available from either of the Faculty's Student Customer Service Desks or from the course administrator). Not paying your fees, ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

1. Your fees will be refunded if you withdraw from this course on or before **Friday 15 March 2013**.
2. The standard last date for withdrawal from this course is **Friday 17 May 2013**. 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>	Friday 1 March 2013	8.30am – 6.00pm
<b>Module Two:</b>	Friday 26 April 2013	8.30am – 6.00pm
<b>Module Three:</b>	Friday 14 June 2013	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. The timetable is also available to view on the Victoria University website ([www.victoria.ac.nz/timetables/](http://www.victoria.ac.nz/timetables/)).

## **Course Learning Objectives**

By the completion of this course, candidates will:

- Understand the significance of implementation and service delivery to effective public management and the achievement of government goals and objectives
- Understand some of the main principles and methods being adopted in the liberal democracies to improve implementation and service delivery
- Understand current developments in New Zealand public management and other comparable jurisdictions in relation to implementation and service delivery.

## **Readings**

There is no text set for this course. An extensive list of readings is provided below. In all cases, they will be downloadable from Blackboard or can be accessed via the provided URL.

**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 Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz) . See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **Course Content**

### **MODULE ONE**

#### ***Note on readings***

*There is a considerable amount of reading associated with the following topics. This means that you need to plan for and maintain your study over the whole trimester. I have tried to assist you by identifying some as 'required reading' that must be read before the module. The 'further' reading can be examined after the module or before essay preparation – but ensure that you read all or most of it before the trimester is completed.*

#### **Implementation research and its findings**

##### **Classic approach to implementation**

###### *Required reading*

- Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar. Extract from Pt. 4, 'Delivery Analysis' (Blackboard)
- Barrett, S. (2004) 'Implementation Studies: Time for a Revival? Personal Reflections on 20 Years of Implementation Studies', *Public Administration* 82 (2), pp. 249-262. (Blackboard)

##### **Implementation research of 1970s and the discovery of failure**

###### *Required reading*

- Pressman, J. and Wildavsky, A. (1984) *Implementation: How great Expectations in Washington are Dashed in Oakland; Or Why it's amazing that federal programs work at all this being a saga of the Economic Development Administration as told by two sympathetic observers who seek to build morals on a foundation of ruined hopes*, 3rd edition, Berkeley, University of California Press, Preface to the 3rd Edition 'Implementation and Evaluation as Learning', and Preface to the 1st Edition. (Blackboard – check for further material on this topic)

##### **The 'conditions for perfect implementation'**

###### *Required reading*

- Hogwood B. and Gunn L. (1984) *Policy analysis for the real world*, Oxford, Oxford University Press. Chapter 11 'Implementation' (Blackboard)

##### **Further challenges to the 'top-down'/'rational control' model: 'street-level bureaucrat', 'professional discretion' and power**

###### *Required reading*

- Lipsky M. (1993) 'Street-level bureaucracy: An Introduction' in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)

- Hudson B. (1993) 'Michael Lipsky and street-level bureaucracy' in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)
- Adler M. and Asquith S. (1993) 'Discretion and power', in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)

#### *Further reading*

- Elmore R. (1993) 'Organizational models of social program implementation' in M. Hill (ed) *The Policy Process: A Reader*, Hemel Hempstead, Harvester Wheatsheaf. (Blackboard)

### **Debate: top-down or bottom-up?**

#### *Required reading*

- Parsons extract (as above)
- Sabatier P. (1986) 'Top-down and bottom-up approaches to implementation research', *Journal of Public Policy*, 6, pp. 21-48. (Blackboard)

#### *Further reading*

- Hjern B. and Porter D. (1981) 'Implementation Structures: a new unit of administrative analysis', *Organization Studies*, 2, pp. 211-27 (Blackboard)

### **Implementation and delivery under 'new public management'**

#### **Implementation in NPM mode I: Redefinition as 'service delivery' to 'clients' – the new public management approach to implementation**

Service delivery, 'Client-focus' and 'Total Quality Service'

Extended section on direct delivery to 'clients' (individuals, groups, communities)

What are the implications of transforming 'citizens' into 'clients'? Or 'beneficiaries' into 'clients'?

What are 'clients' as opposed to 'customers'? What are the implications in theory and practice of these linguistic shifts? Do they shape the practices of delivery and, if so, to what extent?

#### *Required reading*

- Controller and Auditor General (1999) *Towards Service Excellence: The Responsiveness of Government Agencies to their Clients*, OAG, Wellington. Download from [www.oag.govt.nz/1999/service-excellence/docs/service-excellence.pdf](http://www.oag.govt.nz/1999/service-excellence/docs/service-excellence.pdf)
- Alford J. and Speed R. (2006) 'Client focus in regulatory agencies: Oxymoron or opportunity?' *Public Management Review*, Vol. 8 Issue 2, 313 – 331 (Blackboard)

#### *Further reading*

- UK Treasury (2001) *Customer-focused Government*, London. Download from [www.hm-treasury.gov.uk/d/Cust\\_Foc\\_Gov\\_PT1.pdf](http://www.hm-treasury.gov.uk/d/Cust_Foc_Gov_PT1.pdf)

#### **Implementation in NPM mode II: But has it led to more effective implementation? Using a logic model to guide implementation**

To what extent does institutional separation of policy and implementation (e.g. funder/provider split or the separation of planning and implementation) and the marketization of delivery, introduce significant problems into the policy process? If so, what are these problems and how might they be overcome?

#### *Required reading*

- Barrett, S. (2004) 'Implementation Studies: Time for a Revival? Personal Reflections on 20 Years of Implementation Studies', *Public Administration* 82 (2), pp. 249-262. (Blackboard)
- Mulgan G. and Lee A. (2001) *Better Policy Delivery and Design*, UK Cabinet Office, London. (Blackboard)

- Herbert, R. (2009) 'Implementing Government Strategies for Complex Social Problems'. *Policy Quarterly*, 5(3): 50-7. (Blackboard)
- Ryan B. (2003) *Learning MFO: Managing for Outcomes – The Queensland Case*, Brisbane, Institute of Public Administration Australia. (Blackboard)

#### Further reading

- APSC (2009) *Policy Implementation through Devolved Government*, Canberra. Download from [www.apsc.gov.au/publications-and-media/archive/publications-archive/devolved-government](http://www.apsc.gov.au/publications-and-media/archive/publications-archive/devolved-government)
- TSY, SSC (2003) *Managing for Outcomes - Guidance for Departments*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/MfO\\_Guidance\\_2003.pdf](http://www.ssc.govt.nz/upload/downloadable_files/MfO_Guidance_2003.pdf)
- Schneider A. and Ingram H. (1990) 'Behavioural Assumptions of Policy Tools', *Journal of Politics*, Vol. 52, No. 2 (May), pp. 510-529. (Blackboard)
- Ryan B. (2006) *Managing for Outcomes: Understanding Clients*, *Policy Quarterly*, Vol. 2, No. 4, pp. 39-46. Download from <http://ips.ac.nz/publications/publications/show/196>

### **The control of implementation and delivery**

Given marketization, separation and devolution, what attempts have been made to control implementation from the centre?

#### Required reading

- D. Richards and M. Smith. 2006. 'Central Control and Policy Implementation in the UK: A Case Study of the Prime Minister's Delivery Unit', *Journal of Comparative Policy Analysis*, 8 (4): 325-345. (Blackboard)
- J. Wanna. 2006. 'From Afterthought to Afterburner: Australia's Cabinet Implementation Unit', *Journal of Comparative Policy Analysis*, 8 (4): 347-369. (Blackboard)

### **Monitoring (and evaluation) as part of implementation**

Monitoring 'performance'. Activities, inputs or outcomes? Monitoring service level outcomes (as opposed to overall policy goals and objectives). How can (service level outcome) indicators be developed if immediate and intermediate outcomes (or a logic model?) are not identified?

#### Required reading

- Parsons W. (1995) *Public Policy*, Aldershot, Edward Elgar. Extract from Pt. 4, 'Evaluation, Performance, Democratisation' (Blackboard)
- Auditor and Comptroller-General (2008) *The Auditor-General's observations on the quality of performance reporting*, Wellington. Download from [www.oag.govt.nz/2008/performance-reporting](http://www.oag.govt.nz/2008/performance-reporting)
- SSC, TSY (2008) *Performance Measurement: Advice and examples on how to develop effective frameworks*, Wellington. Download from [www.ssc.govt.nz/upload/downloadable\\_files/performance-measurement.pdf](http://www.ssc.govt.nz/upload/downloadable_files/performance-measurement.pdf)

## MODULE TWO

### Implementation, service delivery and Māori

(Guest lecturer: Aroha Mead)

The Treaty of Waitangi and the five principles identified in *Te Punga* – as opposed to the three accepted today? The implications in implementation and delivery.

#### Required reading

- The Report of the Ministerial Advisory Committee on a Maori Perspective for the Department of Social Welfare (1988, reprinted 2001), *Puao-te-ata-tu*, Wellington. Department of Social Welfare. Download from [www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1988-puaoateatatu.pdf](http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1988-puaoateatatu.pdf)
- Department of Social Welfare (1994) *Te Punga*, Wellington. Download from [www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1994-tepungaenglish.pdf](http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1994-tepungaenglish.pdf)  
(Te reo Maori version at [www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1994-tepungamaori.pdf](http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/archive/1994-tepungamaori.pdf) )
- Note that other readings may be provided closer to the module.

#### Further reading

- Cherrington, L. (2010) *Te Hohounga: Mai I Te Tirohanga Māori – The Process of Reconciliation: Towards a Māori View - The Delivery of Conduct Problem Services to Māori*. Wellington: MSD. Download from [www.msd.govt.nz/about-msd-and-our-work/publications-resources/research/conduct-problems-best-practice/te-hohounga-mai-i-te-tirohanga-maori.html](http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/research/conduct-problems-best-practice/te-hohounga-mai-i-te-tirohanga-maori.html)

### Case study: The design and implementation of Whānau Ora

(Guest lecturer: Geoff Short, TPK)

#### Required reading

- Taskforce (2009) *Whānau Ora: Report of the Taskforce on Whānau-Centred Initiatives*, Wellington, Hon Tariana Turia Minister for the Community and Voluntary Sector (Blackboard)
- Explore the following websites:
  - TPK website [www.tpk.govt.nz/en/in-focus/whanau-ora/](http://www.tpk.govt.nz/en/in-focus/whanau-ora/)
  - MSD website [www.msd.govt.nz/about-msd-and-our-work/work-programmes/initiatives/whanau-ora/](http://www.msd.govt.nz/about-msd-and-our-work/work-programmes/initiatives/whanau-ora/)
  - Twitter page: <http://twitter.com/WhanauOra>
  - Whanau Ora evaluation. Details of the evaluation can be found in a TPK response to a RadioNZ OIA request; this can be accessed at [www.tpk.govt.nz/documents/Te-Puni-Kokiri-response-to-RadioNZ-OIA.pdf](http://www.tpk.govt.nz/documents/Te-Puni-Kokiri-response-to-RadioNZ-OIA.pdf)

### Digital applications in implementation and service delivery

(Guest lecturer: Assoc Prof Karl Löfgren)

#### Required reading

- Dunleavy, P., Margetts, H., Bastow, S. & Tinkler, J. (2006). 'New public management is dead – Long live digital era governance'. *Journal of Public Administration Research and Theory*. 16(3), 467-494. (Blackboard)
- Lips, M. (2011) 'E-government is dead – Long live networked governance? Fixing system errors in the NZ public management system'. In Ryan, B. and Gills, D. (eds), *Future State: Directions for Public Management in New Zealand*. Wellington, Victoria University Press. (Blackboard)

- Coursey, D. & Norris, D.F. (2008) 'Models of eGovernment: Are They Correct? An Empirical Assessment', *Public Administration Review* 68(3): 523-536. (Blackboard)
- Meijer, A. (2011) 'Networked Coproduction of Public Services in Virtual Communities: From a Government-Centric to a Community Approach to Public Service Support', *Public Administration Review*, Vol. 71(4): 598-607.
- Linders, D. (2012) 'From e-government to we-government: Defining a typology for citizen coproduction in the age of social media', *Government Information Quarterly* 29(4): 446-454. (Blackboard)
- C&AG (2012) *Realising benefits from six public sector technology projects*. Wellington: Office of the Auditor-General. Download from [www.oag.govt.nz/2012/realising-benefits](http://www.oag.govt.nz/2012/realising-benefits) ( [www.oag.govt.nz/2012/realising-benefits/docs/realising-benefits.pdf](http://www.oag.govt.nz/2012/realising-benefits/docs/realising-benefits.pdf) )

#### Further reading

- Gauld, R. and Goldfinch, S. (2006) *Dangerous Enthusiasms: E-Government, Computer Failure and Information System Development*. Dunedin: Otago University Press.

### **Implementation via external providers: Markets, outsourcing, contracting out, public-private partnerships, partnership and the non-government sector**

Depending on the level of interest in this topic and the range of topics that could be discussed, if time runs short, this section may be extended to module 3.

#### Required reading

- Mulgan G. and Lee A. (2001) *Better Policy Delivery and Design*, UK Cabinet Office, London. (Blackboard)
- Smith, S. (2008) 'NGOs and Contracting'. In R. Goodin, M. Rein and M. Moran (eds) *The Oxford Handbook of Public Policy*. Oxford, Oxford University Press.
- Hodge G. (1998) 'Contracting Public Sector Services: A Meta-Analytic Perspective of the International Evidence', *Australian Journal of Public Administration*, 57(4), pp. 98-110 (Blackboard)
- The New Zealand Council for Infrastructure Development (NZCID) provides a website with a large range of (supportive) resources regarding PPPs. Go to [www.nzcid.org.nz/Category?Action=View&Category\\_id=102](http://www.nzcid.org.nz/Category?Action=View&Category_id=102) and explore.
- Hodge G. and Greve C. (2007) 'Public – Private Partnerships: An International Performance Review', *Public Administration Review*, May/June, pp. 545-558 (Blackboard)

**Note:** an excellent new book on this topic is **strongly recommended for purchase:**

- Alford, J. and O'Flynn, J. (2012) *Rethinking Public Service Delivery: Managing with External Providers*. Houndmills, Basingstoke, Palgrave Macmillan.

#### Further reading

- Cribb J. (2006) 'Agents or Stewards? Contracting with Voluntary Organisations', *Policy Quarterly*, Vol. 2 No 2, pp. 11-17. Download from <http://ips.ac.nz/publications/publications/show/174>
- Pomeroy A. (2007) 'Changing the Culture of Contracting', *Social Policy Journal of New Zealand*, Issue 31, July, pp. 158-169. Download from [www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj31/31-Pages158-169.pdf](http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj31/31-Pages158-169.pdf)

## MODULE THREE

### New directions in theory and practice

#### The new world: collaborative governance

Present trends in all the major democracies are away from centralised authority and structures towards distributed governance involving a wide range of organisations from different levels of government and across the public, private and community sectors. Collaboration rather than control is now fundamental. What implications does this have for the manner and methods of implementation and delivery?

#### Required reading

- APSC (2009) *Policy Implementation through Devolved Government*, Canberra. Download from [www.apsc.gov.au/publications-and-media/archive/publications-archive/devolved-government](http://www.apsc.gov.au/publications-and-media/archive/publications-archive/devolved-government)
- Huxham C., Vangen S., Huxham C. and Eden C. (2000) “The Challenge of Collaborative Governance”, *Public Management Review*, Vol. 2, No 3, pp. 337-358. (Blackboard)
- Management Advisory Committee (2004) *Connecting Government: Whole of Government Responses to Australia’s Priority Challenges*, Canberra, pp. 1-124 (read one or two of any of the case studies pp. 129-222 that interest you). Download from [www.apsc.gov.au/publications-and-media/archive/publications-archive/connecting-government](http://www.apsc.gov.au/publications-and-media/archive/publications-archive/connecting-government)

#### Further reading

- Klijn E-H. and Koppenjan J. (2000) 'Public Management and Policy Networks: Foundations of a network approach to governance', *Public Management*, Vol. 2 No 2, pp. 135–158.(Blackboard)
- Wanna J. and O’Flynn J. (eds.) (2008) *Collaborative Governance: A New Era in Public Policy in Australia?* , Canberra, ANU E-Press. (several of the papers in this monograph are worth looking at. Can be downloaded from: [http://epress.anu.edu.au/anzsog/collab\\_gov/pdf/whole\\_book.pdf](http://epress.anu.edu.au/anzsog/collab_gov/pdf/whole_book.pdf) ).
- Armstrong J. and Lenihan G (1999) *From Controlling to Collaborating: When Governments Want to be Partners, A Report on the Collaborative Partnerships Project New Directions – Number 3* Toronto, Institute of Public Administration of Canada.(Blackboard)
- Boston, J. and Gill, D. (2011) ‘Working Across Organisational Boundaries: The Challenges for Accountability’. In B. Ryan and D. Gill (eds) *Future State: Directions for Public Management in New Zealand*. Wellington, Victoria University Press (Blackboard).
- Ryan B. (2011) ‘The signs are everywhere: Community approaches to public management’. In B. Ryan and D Gill (eds) *Future State: Directions for Public Management in New Zealand*. Wellington, Victoria University Press. (Blackboard)
- Eppel, E., Gill D., Lips M. and Ryan B. (2008) Better Connected Services for Kiwis, Wellington, Institute of Policy Studies. Download from <http://ips.ac.nz/events/completed-activities/joiningup/Connected%20Services%20ver%2010.pdf>
- Hill R. et al. (2007) Workplace learning in the New Zealand apple industry network: A new co-design method for government “practice making”, *Journal of Workplace Learning*, Vol. 19 No. 6, 2007, pp. 359-376. (Blackboard)

#### The new world: public participation and engagement

Note that in the following readings, as is common in much of the literature dealing with the issues of today and tomorrow, the integration of policy and implementation (likewise, the integration of planning and implementation) is simply treated as a given. What are the implications for countries that maintain their separation?

### Required reading

- OECD (2001) *Citizens as Partners: information, consultation and public participation in policy-making*, Paris, OECD, pp. 1-71. (Blackboard)
- OECD (2009) *Focus on Citizens: Public Engagement for Better Policy and Services*, Paris, OECD, pp. 1-80. (Blackboard)
- Fung, A. (2008) 'Democratising the Policy Process'. In R. Goodin, M. Rein and M. Moran (eds) *The Oxford Handbook of Public Policy*. Oxford, Oxford University Press.

### Further reading

- Ingram, H. and Schneider A. (2008) 'Policy Analysis for Democracy'. In R. Goodin, M. Rein and M. Moran (eds) *The Oxford Handbook of Public Policy*. Oxford, Oxford University Press.
- NHS Croydon, Croydon Council (2010) *Child: Family: Place: Radical efficiency to improve outcomes for young children*, Croydon, NHS Croydon and Croydon Council, Download from [www.croydon.gov.uk/democracy/dande/policies/cfl/totalplace/](http://www.croydon.gov.uk/democracy/dande/policies/cfl/totalplace/) (The direct link is [www.croydon.gov.uk/contents/departments/democracy/pdf/617342/child-family-place.pdf](http://www.croydon.gov.uk/contents/departments/democracy/pdf/617342/child-family-place.pdf) )

### The new world: co-production

If the relationship between official/provider and user is defined as 'co-production', what does that mean for the traditional distinction between policy and implementation? What are the implications for public officials in terms of work practices, skills and capabilities?

#### Required reading

- Boyle D. and Harris M. (2009) *The challenge of co-production: How equal partnerships between professionals and the public are crucial to improving public services*, London, NEF, The Lab and NESTA. (Blackboard)
- Bovaird T. (2007) "Beyond Engagement and Participation: User and Community Coproduction of Public Services", *Public Administration Review* September/October, pp. 846-860. (Blackboard)
- Alford, J. (1998), A public management road less travelled: clients as co-producers of public services. *Australian Journal of Public Administration*, 57 (4), 128-137. (Blackboard)

### The challenge of complexity

If the ideas contained in the following reading are now an inherent part of the conditions of governing in the 21<sup>st</sup> century, what are the implications for a public service that is (a) founded on Westminster conventions; and (b) has a culture of command and control, and risk aversion?

#### Required reading

- Eppel, E., Turner, D and Wolf A. (2011) 'Complex Policy Implementation: The Role of Experimentation and Learning'. In B. Ryan and D. Gill (eds) *Future State: Directions for Public Management in New Zealand*. Wellington, Victoria University Press. (Blackboard)

#### Further reading

- Freeman, R. (2008) 'Learning in Public Policy'. In R. Goodin, M. Rein and M. Moran (eds) *The Oxford Handbook of Public Policy*. Oxford, Oxford University Press.
- Weiss, C. and Birckmayer, J. (2008) 'Social Experimentation for Public Policy'. In R. Goodin, M. Rein and M. Moran (eds) *The Oxford Handbook of Public Policy*. Oxford, Oxford University Press.
- Winship, C. (2008) 'Policy Analysis as Puzzle Solving'. In R. Goodin, M. Rein and M. Moran (eds) *The Oxford Handbook of Public Policy*. Oxford, Oxford University Press.

## 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 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 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 for a 15-point course.

## Group Work

A small amount of group work will be required using the Blackboard Wiki. Otherwise, all students are expected to contribute to class discussion and, between modules, to collective discussion on Blackboard.

## Materials and Equipment

No special materials or equipment are required for this course.

## Assessment

*Please note the following:*

- *All assignments are to be posted to Blackboard in Word (.doc or .docx) format. For those students new to Blackboard, instructions will be provided before the assignment is due.*
- *In all cases, files are to be named according to the following convention '<yourname>\_532\_conceptstest1' or '...\_essay' as appropriate.*
- *All assignments are to have a front page showing the course code and name, the name of the assignment – and if the essay, the essay topic typed in full – your name and student number.*
- *Note the emphasis placed by the School on avoiding plagiarism, even if inadvertent because of inadequate referencing. You may use either the author/year system or the notes system. For those unfamiliar with referencing techniques, you will find a useful 'quick guide' at [www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)*

This course requires that each student complete a concepts test, an essay and a case study:

1. **Concepts test:** approximately 2,000 words (20%), **distributed on Friday 8 March 2013 and due on Friday 15 March 2013**

2. **Essay:** approximately 3,000 words (60%), **due on Friday 3 May 2013**
3. **Case Study:** to be entered on the Wiki (Blackboard), approximately 1,000 words (20%), **due by midday on Friday 14 June 2013.**

The details are as follows:

### 1. Concepts test

Prior to the first module, students will be provided with an extensive list of 'learning outcomes', a list of concepts expressed in the form of a question, each of which should be regarded as a necessary learning outcome for the course. 20 of these items will be selected for the concepts test and students are to provide a 100 word answer. The concepts test will be distributed via Blackboard and students have 7 days in which to complete the assignment. Answers are to be submitted via Blackboard by the due date (see above).

### 2. Essay

Write an essay of approximately 3,000 words on one of the following topic questions. To be submitted via Blackboard by the due date (see above)

NOTE: International students, in consultation with the Course Coordinator, may alter any of these topics to enable them to consider implementation issues in their own country. If necessary, alternative topic questions will be agreed.

- a. Do you agree with Susan Barrett (2004, p. 260) that "there is a need for a revival of interest in implementation studies"? Justify your answer.
- b. In New Zealand, with its Westminster-derived political system, it is sometimes said that 'the minister is the client' but others say that is wrong; the client is 'the service user'. From an implementation and delivery perspective, which view should prevail and why?
- c. If a programme or service has a significant proportion of Māori clients, how should it be implemented and delivered? Why?
- d. What possibilities (and dangers) does e-government have for implementation and delivery? Why?

### 3. Case study

Create a 3-4 person group and undertake a case study to be written up on the Wiki (Blackboard).

Read the 'Heuristics and Strategies for Implementing for Outcomes', pp. 38-41 in Ryan (2004) *Learning MFO* (on the reading list). (If you wish, you can substitute or supplement this reading with Controller and Auditor General (1999) *Towards Service Excellence: The Responsiveness of Government Agencies to their Clients*', also on the course reading list). Select an example of service delivery from a current workplace or published research and identify which of the points listed amongst those 'heuristics and strategies' your case illustrates (a) best and (b) worst. Justify your choice. Write up your observations on the Blackboard wiki and be prepared to discuss them in the third module.

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

## **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**

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

## **Communication of Additional Information**

All communication with students coming from the course coordinator will come through myVictoria and Blackboard. Note the information and advice about Blackboard provided earlier in this course outline.

**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 Service Desk on (04) 463 5050 or [its-service@vuw.ac.nz](mailto:its-service@vuw.ac.nz). See [www.victoria.ac.nz/its/student-services/](http://www.victoria.ac.nz/its/student-services/) for more information.

## **School of Government Service Standards**

Good learning and teaching outcomes for students in School of Government courses depend on many factors, including open, transparent and accountable relationships between teaching and support staff, and students in their various activities. The following service standards indicate some of the key expectations that teaching staff and students can have of each other. In all cases, they represent what the School believes should be 'normal' practice; exceptional circumstances can and will be negotiated as required.

Please note that there are University-wide policies relating to assessment – including rights of review and appeal. Details may be found in the Assessment Handbook (which is reviewed and updated from time to time – [www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about/avcacademic/publications/assessment-handbook.pdf) ).

In general terms, any concerns that a student or students may have should be raised with the course coordinator in the first instance. If that course of action is not appropriate, the School's programme support staff will direct you to the relevant Programme Director/Coordinator.

*Standards relating to staff timeliness of responses to email and phone queries:*

- Email or phone queries from students will be responded to in 48 hours

*Standards relating to availability of course materials:*

- Students on modular or intensive courses will usually have course materials at least 4 weeks before the course starts
- Students on weekly courses will usually have course materials available on the first day of the course

*Standards relating to attendance:*

- It is expected that students will attend all contact teaching sessions for a course. If a student is aware that they will be unable to attend part of a course prior to it commencing, they are required to advise the course coordinator. In such a situation, the student may be declined entry into the course.
- Where a course coordinator approves some non-attendance before the class commences, the course coordinator may set additional item(s) of assessment of learning and teaching objectives for the course for students unable to attend. Advice relating to the submission and assessment of any such additional assessment will be provided by the course coordinator.

*Variations to the assessment details provided in the course outline:*

- Any variation to the assessment details in the course outline will be formally agreed between the course coordinator and students at the earliest possible time, preferably at the beginning of the course.

*Standards relating to assignments – turnaround and feedback:*

- Unless otherwise agreed between students and the course coordinator, items of assessment will be marked within 15 working days of submission.
- Comments on pieces of assessment will allow students to understand the reasons for the mark awarded, relative to the teaching and learning objectives specified in the course outline, and will usually include advice on how the student can improve their grades in future assignments.

## **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.**

## **Link to General Information**

For general information about course-related matters, go to [www.victoria.ac.nz/vbs/studenthelp/general-course-information](http://www.victoria.ac.nz/vbs/studenthelp/general-course-information) .

## **Note to Students**

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

\*\*\*\*\*