TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI
VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

PADM 510
APPROVED PERSONAL COURSE OF STUDY
(24 Points)

(Taught with MAPP 528
LOCAL GOVERNMENT)

Trimester 1 / 2013

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Claudia Scott**
Room RH 805, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5377
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Other contributors The course will draw on experienced practitioners from local and central government

Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Tuesday 19 March – Friday 3 May 2013

Class Times and Room Numbers

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

Dates:	Tuesday 19 – Friday 22 March 2013 (inclusive)
Class Times:	9.00am – 5.30pm, Tuesday 19 – Thursday 21 March 2013 9.00am – 12.00pm noon, Friday 22 March 2013
Location:	Room RWW 501, Level 5, Railway West Wing, Pipitea Campus The timetable is also available to view on the Victoria University website (www.victoria.ac.nz/timetables/).

Attendance is required for all four teaching days

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 **Tuesday 19 March 2013**.

2. The standard last date for withdrawal from this course is **Thursday 21 March 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.

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 and subsequent amendments and to 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 Local Government Act 2002 and subsequent amendments on strategic planning practices, and on the performance and capability of 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.

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

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 240 hours for a 24-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 the Blackboard e-learning site. You will be provided with a copy of the Local Futures Monograph *Local Government Planning: in Theory and Practice*, and a few other required readings to get you started. All readings will be on the Blackboard e-learning site. Required readings are in a standard type face, while recommended readings appear in italics. Some additional readings and handouts will be distributed in class.

A listing of topics and readings follows:

Day 1	**Reading**
New Zealand Local Government in international perspective	Cheyne (2006) 'Local Government Wolman(2008) Comparing Local Government *Lowndes & Pratchett (2011) Local Governance under the Coalition Government: Austerity, Localism and the Big Society, Local Government Studies, 38:1, 21-40* *ACELG (2011) Evolution in Community Governance: building on what works* *ACELG Consolidation in Local Government: A Fresh Look, Vol. 1 Report, May 2011* *Better, Stronger Local Government, NSW Discussion Paper 2012*
Theories and Frameworks to Guide Policy/Management Practice	Bailey (2004) Strategic Issues Dollery and Wallis (2001) Market Failure Dollery and Wallis (2001) Government Failure *Local Government Finance: Gold Report 2010(skim)*
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 Local Government Strategic Planning: in theory and practice Chapter 5 *Bill, T., Collinge, C., and Worrall, L., (1998) 'Managing Strategy in Local Government'*

Day 2	Readings
NZ Local Government under the LGA 2002	Local Government Strategic Planning: in theory and practice Chapter 2 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 Reid (2008) Local Government Reform The experiences of councils in strategic planning and management practices are considered drawing, in particular on findings from the FRST Local Futures Project *Local Futures (2006) Local Government, Strategy and Communities, Chapters 3 and 4 (skim)* *Local Futures (2011) Local Government Strategic Planning: in theory and practice Chapters 3 and 4 (skim)* *Reid (2006) Framework of Local Governance*
The Central-Local Relationship	Banner (2002) Community Governance and the Central-local Relationship Reid (2012) Managing Central-Local Relationships: the Case of New Zealand *Commonwealth Journal of Local Government*, December 2012 Better Public Services Action Plan www.lgnz.co.nz/library/files/store_015/LocalGovernmentStructureandEfficiencyReport.pdf *NZ Productivity Commission, Toward Better Local Regulation (Draft) December, 2012 (skim)*

Day 3	Readings
Performance Management and Measurement in Local Government	Norman (2003) Managing for Performance I&DeA (2010) A Manager's Guide to Performance Management
Leadership in Local Government	Hambleton (2011) Place-based Leadership in a Global Era, *Commonwealth Local Government Research Collo*quium, Cardiff
The Auckland Council	Reid (2009) The Auckland Debate: is Big City Governance always this difficult? Policy Quarterly Vol. 5 No. 2 www.dia.govt.nz/diawebsite.nsf/wpg_URL/Whats-new-Local-Government-(Auckland-Council)-Act-2009-Passed?OpenDocument Cheyne (2011) The Auckland Effect: what next for other councils? In *Along a Fault Line: NZ's changing local* government landscape, Dunmore Publishing

Day 4	Readings
Reform Options for Local Government	Local Government Strategic Planning: in theory and practice Chapters 6 and 7 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.

It is recommended that you ensure 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 . See www.victoria.ac.nz/its/student-services/ for more information.

Materials and Equipment

No special materials and equipment are required.

Assessment

The information is this section may be modified for PADM students. The course coordinator will confirm the assessment requirements.

Assignment	Due Date	Weight	Guidelines
1. Essay 1	Wednesday 10 April 2013	35%	2,000 words maximum
2. Essay 2	Friday 3 May 2013	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.

Essay 1 (35%) 2,000 words (maximum), due Wednesday 10 April 2013

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. Analyse the degree to New Zealand arrangements conform to these principles. Comment briefly on whether the current settings regarding functions, structure and financing arrangements are aligned, having regard to the scope and nature of local government and trends in 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). Gather information and assemble evidence and critique this view – having regard to theories of market and government failure as they apply to NZ local government.

OR

c) Identify and discuss examples of similarities and differences in the design of particular public policy and/or public management reforms when applied at central and local government in the New Zealand context. Be sure to provide relevant information and evidence to support your arguments and conclusions.

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

Essay 2 (50%) 3,000 words (maximum), due Friday 3 May 2013

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 you believe will enhance the efficiency, effectiveness and performance of the Auckland Council.

OR

b) Discuss strategic planning practices at the local government level in two countries (including New Zealand or another country with which you are very familiar). Discuss the extent to which the design of the reforms and associated practices reflect particular theories surrounding strategic planning and management. Comment briefly on the degree to which strategic planning practices have served to lift strategic performance and capability in the local government sector.

OR

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

- the clarity of strategic and operational 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 financial and non-financial performance and whether outcomes are likely to be furthered 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.

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

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 Service Desk on (04) 463 5050 or its-service@vuw.ac.nz . See 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).

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 advice 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). 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.

Link to General Information

For general information about course-related matters, go to
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.

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