

School of Government

MAPP 525
POLICY ANALYSIS AND ADVISING
(Ministry of Transport)
(15 Points)

Trimester 2 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Professor Claudia Scott**
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School Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 18 August – Monday 10 November 2014

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). Ceasing to attend lectures or verbally advising a member of staff will NOT be accepted as a formal notice of withdrawal.

- The standard last date for withdrawal from this course is **Friday 10 October 2014**. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an '*Application for Associate Dean's Permission to Withdraw Late*' including supporting documentation. The application form is available from either of the Faculty's Student Customer Service Desks.

Class Times and Room Numbers

This course is delivered in seven (7) half-day sessions over six (6) days:

Class Dates and Times:	Session 1	Monday 18 August 2014	9.30am – 2.00pm
	Session 2	Monday 25 August 2014	9.30am – 2.00pm
	Session 3	Monday 15 September 2014	9.30am – 2.00pm
	Session 4	Monday 22 September 2014	9.30am – 2.00pm
	Session 5	Monday 13 October 2014	9.30am – 2.00pm
	Session 6 & 7	Monday 3 November 2014	9.30am – 5.30pm

Class Location: Room RWW 501, Level 5, Railway West Wing, Pipitea Campus.
The timetable is also available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables .

Attendance is required at all seven sessions. If you become aware after a course starts that you are unable to attend a significant part of a session (i.e. more than two hours), you must contact the course coordinator and explain the reason for your absence. Depending on the circumstances, you may be asked to demonstrate that you have mastered the content which has been presented and discussed during your absence.

Prescription

This course critically examines how public policy specialists apply different methods, theories, and substantive knowledge to problems or goals that emerge in given social, political, cultural, and environmental contexts, to provide information and evidence for policy understanding and decision.

Course Delivery

This course is delivered in seven (7) half-day sessions over six (6) days.

Expected Workload

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of the course and regular learning is also necessary (students who leave everything to the last moment rarely achieve at a high level).

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

Course Learning Objectives

This course examines critically how policy analysts and advisers apply different models, theories, frameworks and substantive knowledge to problems and opportunities, and support economic, social, environmental and cultural outcomes in different contexts. The course considers the role of analysts and advisers and the value they create by providing information and analysis to support policy understanding and decision-making.

By the end of the course, participants will:

1. Understand the various ways policy analysts carry out their tasks, the main characteristics of their practices, and various standards of 'good' practice;
2. Appreciate the importance of undertaking policy analysis tasks holistically, drawing on a variety of theories and methods, and designing practices to suit specific contexts; and
3. Demonstrate skills in analytic reasoning and communication.

Course Content

The course provides an overview of policy analysis and advising as activities in the New Zealand context, as well as internationally. The course examines academic and practitioner literatures and various policy analysis concepts, models and frameworks which are associated with best practice and underpin views surrounding the attributes of quality policy analysis and advice.

New Zealand's democratic Westminster traditions require public sector advisers to balance out the dual roles of implementing the policies and decisions of politicians, while also providing them with analytically sound and professional policy advice which is free and frank.

Advisers need to add value to decision-makers by bringing, evidence-based perspectives to bear on issues, while having regard for a government's policy preferences, existing policy commitments and international experiences and practices. Attention is given to the positioning and comparative advantage which public sector analysts and advisers can bring to their role.

Consideration is given to the changing context and environment surrounding the development and implementation of policy analysis and advice. The course addresses the challenges faced by governments to build policy capability – including strategies for enhancing the knowledge, skills and competencies and attitudes of policy analysts and advisers. Such matters raises questions as to 'how' the quality and value in policy analysis and advising should be determined and the merits of different approaches to further enhancing the skills of analysis and advisers and to the performance of a country's advisory system.

Session 1: Monday 18 August 2014

1. Introduction to Policy Analysis and Advising

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 1 “All About Policy” in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.
- Bardach, E. (1995) *Policy Analysis: A Handbook for Practice* Electronic Hallway.

Recommended Reading:

- 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.
- Ministry for the Environment: the Cobra Model
<https://www.mfe.govt.nz/about/docs/cobra-mfe-policy.pdf>
- Ministry for the Environment: Natural Resources Sector Framework
<http://nrs.mfe.govt.nz/content/natural-resources-framework>
- Mayer, I., C. E. van Daalen and P. Bots (2004) “Perspectives on Policy Analyses: A Framework for Understanding and Design,” *Journal of Technology, Policy and Management*, 4(2): pp. 169 – 191.
- Weimer, D. and A. Vining (2004) *Policy Analysis: Concepts and Practice*, Chapter 2.

2. Understanding Policy Systems

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 2 “Understanding Policy Systems and Environments” pp. 43-85, *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.
- Case Study: Towering Dilemma
- IAP2 Public Participation Spectrum
- Huxham, C (2003) ‘Theorizing Collaboration Practice,’ *Public Management Review* 5(3), pp. 401-423.

Session 2: Monday 25 August 2014

3. Exploring Policy Problems and Possible Solutions

Required Reading:

- APSC (2007) *Tackling Wicked Problems: A Public Policy Perspective*, pp. 1-15 and 23-38.
- Baehler, K. (2002) “Intervention Logic,” *Public Sector*, 25(3): 14 – 2.
- Case Study: New Bedford Harbor (& case study questions)

Session 3: Monday 15 September 2014

4. Scoping and Framing Policy Issues

Required Reading:

- Scott, C. and K. Baehler (2010) Chapter 3 ‘Fundamentals’ pp. 87-138 in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.
- Ledbury, M. et al (2006) *Understanding Policy Options*, London, Home Office.
- New Zealand Treasury Living Standards Framework
www.treasury.govt.nz/abouttreasury/higherlivingstandards
- Te Puni Kokiri’s Maori Potential and Treaty Frameworks

- Pacific Island People Framework
- NZ Aid Gender Analysis Guidelines
- Woolcock, M. (2001) “The Place of Social Capital in Understanding Social and Economic Outcomes”, *Canadian Journal of Policy Research* 2.1: 11-17.

5. Designing Policy Options, Criteria and the Outcomes Matrix

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 4 “Putting the Fundamentals into Play” pp. 140-165, *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.
- Birkland, T. (2001) ‘Policy Design and Policy Tools’

Session 4: Monday 22 September 2014

6. Quality and Value in Policy Analysis and Advising

Required Reading:

- Scott, C (2008) “Enhancing the Quality and Capability in the Public Sector Advisory System”, Institute of Policy Studies Futuremakers Lecture Series, Wellington, September.
- NZ Review of Expenditure on Policy Advice
- Treasury Quality Standards
- NZIER Criteria

7. Policy Implementation

Required Reading:

- deLeon, D. and deLeon L (2002) What Ever Happened to Policy Implementation: An Alternative Approach? J-PART Oct 2002, pp. 467-492.
- May, P. (2012) Policy Design and Implementation, Sage Handbook of Public Administration.

Session 5: Monday 13 October 2014

8. Policy Evaluation

Required Reading:

- Paul Duignan “Approaches and terminology in programme and policy evaluation” in N. Lunt, C. Davidson and K. McKegg. (2003). *Evaluating Policy and Practice – A New Zealand Reader*, pp. 77.

9. Crafting’ Policy Analysis and Advice

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 5 “Crafting”, in *Adding Value to Policy Analysis and Advice*. Sydney. University of New South Wales Press.

Sessions 6 & 7: Monday 3 November 2014

10. Building Policy Organisations

Required Reading:

- ANZSOG Case Study: Ministry for the Environment (MfE): Sharpening the Policy Focus (including case study questions)

11. Enhancing Policy Performance and Capability

Required Reading:

- Scott, C. and K. Baehler (2010). Chapter 6 “Improving the Performance of the Policy Advisory system”, in *Adding Value to Policy Analysis and Advice*. Sydney.

12. Student presentations will be made on Monday 13 October and Monday 3 November 2014.

Readings

The textbook for this course is **Scott, C. and K. Baehler (2010), *Adding Value to Policy Analysis and Advice*, Sydney, University of New South Wales Press**. The book will be provided to you. Apart from the textbook, required and recommended readings will be posted on Blackboard.

Blackboard is Victoria University’s online environment that supports teaching and learning by making course information, materials and other learning activities available via the internet through the myVictoria student web portal.

To access the Blackboard site for this course:

1. Open a web browser and go to www.myvictoria.ac.nz .
2. Log into myVictoria using your ITS Username (on your Confirmation of Study) and password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card – you may be asked to change it when you log in for the first time).
3. Once you’ve logged into myVictoria, select Blackboard (from the options along the top of the page) to go to your Blackboard homepage.
4. The “My Courses” section displays the courses you have access to – select the appropriate link to access the course-specific Blackboard site. Please note that only courses that are actually using Blackboard and have been made available to students by their respective course coordinator will be displayed.

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

Assessment

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

The assignments are outlined in the table below:

Assignment	Weight	Submission date	Maximum word length
1) Essay	20%	Monday 8 September 2014	1,200 words
2) Policy report	35%	Sunday 19 October 2014	3,500 words
3) Reflections	25%	Monday 10 November 2014	1,500 words
4) Class participation, group work	20%		

Information on assignments for the course will be posted on Blackboard and discussed at the first session. There is no final exam for this course.

General Notes for Assignments

Note that ALL assignments are to be submitted to sog-assignments@vuw.ac.nz and to claudia.scott@vuw.ac.nz by email attachment. **The word count must be noted on the cover sheet.** Word limits may not be exceeded, but do not include references. Extension may only be granted to those who meet the University's aegrotat rules, viz. medical certificate or personal bereavement, or critical personal circumstances involving the health of a close relative, or exceptional circumstances beyond the student's control.

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

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

Students who receive an overall course mark of 50% or better but fail to satisfy the mandatory requirements, will not receive a pass grade. Instead, they will be given a K grade (fail due to not satisfying mandatory course requirements).

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Communication of Additional Information

Additional information will be conveyed to students via email through Blackboard. The Course Coordinator is available to students by email, telephone and to meet by appointment.

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/about/governance/dvc-academic/publications).

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). 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.

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

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.
