TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MAPP 526
POLICY METHODS AND PRACTICE
(15 Points)

EGOV 520
INTRODUCTION TO RESEARCH IN THE PUBLIC SECTOR
(15 Points)

Trimester 2 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Associate Professor Karl Lofgren**
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School Office Hours:	8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 14 July – Monday 3 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). 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 25 July 2014**.

2. The standard last date for withdrawal from this course is **Friday 26 September 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 a modular format.

Module One:	Wednesday 16 July 2014	8.30am – 6.00pm
Module Two:	Wednesday 3 September 2014	8.30am – 6.00pm
Module Three:	Wednesday 22 October 2014	8.30am – 6.00pm

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 at www.victoria.ac.nz/students/study/timetables .

Attendance is <u>required</u> at all teaching days

Prescription

This course introduces the methods analysts use to describe, understand, explain, or predict policy-relevant changes in behaviours, conditions, outcomes, and aspirations. It covers applications of both qualitative and quantitative methods in the policy decision-making environment.

Course Learning Objectives

This course has three main objectives. As indicated, the various assignments contribute to your achievement of these objectives. All assignments seek to contribute to Victoria graduate attributes of communication, critical and creative thinking and leadership.

At the end of the course you should be able to:

1. Ascertain a 'policy need' for specific sorts of 'evidence' in view of the specific context of the policy at issue (Assignments 1 and 3)
2. Identify and justify appropriate methods to gather, assess and present evidence according to the policy need and the strengths and limitations of methods (Assignments 1, 2 and 3)
3. Effectively apply methods to practice (Assignments 1, 2 and 3).

Course Content and Readings

This course considers the role of information, evidence, policy methods and methods in enhancing the skills and capabilities of policy practitioners. Topics covered will include: an introduction to the role of evidence in policy analysis, advising and decision-making, the use and interpretation of quantitative and qualitative data, statistics, and models, and selected techniques.

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.

Module One: Wednesday 16 July 2014

1. **Introduction to the course (Karl Lofgren)**

    - Introduction to the course
    - Types of methods and their roles in policy practice
    - Overview of the challenges of 'evidence-based policy' in context
    - Discussion of overall content, assignments etc.

Required reading:
    - Majone, G. (1989) *Evidence, Argument and Persuasion in the Policy Process*, Yale University Press, New Haven and London, pp. 42-68.
    - Office of the Prime Minister's Science and Advisory Committee (2013) *The Role of Evidence in Policy Formation and Implementation*, Wellington.

2. **Using published literature and research: Secondary data, literature reviews and 'learning from abroad' (Karl Lofgren)**

Required reading:
    - Argyrous, G. (2009) Sources and use of secondary data, In Argyrous, G. (ed.) *Evidence for Policy and Decision-making* (pp. 162-174), Sydney: UNSW Press.
    - Rose, R. (2002) *Ten Steps in Learning Lessons from Abroad*, EUI Working Papers 2002/5.
    - Fawrett, P. & Marsh, D. (2012) Policy Transfer and Policy Success: The Case of the Gateway Review Process (2001-2010), *Government and Opposition*, 47(2), 162-185,
    - Knopf, J. W. (2006). Doing a literature review. *Political Science & Politics, 39*(1), 127–132.

3. **Methods for qualitative inquiry (Karl Lofgren)**

Required reading:
    - Hall, R. (2009). Qualitative research methods. In Argyrous, G. (Ed.) *Evidence for policy and decision-making: a practical guide* (pp. 218–239), UNSW Press.
    - Patton, M. Q. (2002). *Qualitative research and evaluation methods*. 3rd ed., pp. 37–73. Thousand Oaks, CA: Sage.
    - Yanow, D. (2006). Neither rigorous nor objective? Interrogating Criteria for Knowledge Claims in Interpretive Science. In edited by Yanow, D. & Schwartz-Shea, E. (eds). *Interpretation and method: empirical research methods and the interpretive turn,* NY: M.E. Sharpe. pp. 67-88.
    - Cabinet Office & National Centre for Social Research (2003) *Quality in Qualitative Evaluation: A Framework for Assessing Research Evidence: A Quality Framework.*

4. **Policy argument (Karl Lofgren)**

Required reading:
    - Dunn, W. N. (2008). Developing policy arguments. In *Policy analysis: an introduction* 4th Ed., (pp. 377–419). Upper Saddle River, NJ: Pearson Education.
    (Concentrate on 377–383 and 389 on; skim the rest)

Module Two: Wednesday 3 September 2014
Introduction to statistics, cost-benefit analysis and economic models

5 + 6. Introduction to quantitative data and statistics (Jaikishan Desai)

This section covers material that is typically the subject matter for a trimester long course in introductory statistics. The two lectures will cover descriptive statistics and statistical inference and will be based on lecture slides, hand outs for which will be provided in class and posted on Blackboard (lecture slides will include notes). There is no required reading for these sections.

7 + 8. Cost-benefit analysis and cost-effectiveness analysis (Jaikishan Desai)

As with statistics, cost-benefit analysis is typically taught over the course of a trimester or more. The purpose in this unit is to assist you to learn the fundamentals and to be able to read CBA reports with good understanding. The lectures will be based on lecture slides which will include explanatory notes. These will be posted on Blackboard and hand outs will be provided in class.

Required reading:
- New Zealand Treasury. (2005). Cost benefit analysis primer. Wellington: The Treasury. www.treasury.govt.nz/publications/guidance/planning/costbenefitanalysis/primer/cba-primer-v12.pdf
- Taylor, M and P Scuffham New Zealand bicycle helmet law – do the costs outweigh the benefits? Injury Prevention, 2008; 8: 317-320 http://injuryprevention.bmj.com/content/8/4/317.full.pdf+html
- Wright, J et al. The cost-effectiveness of fluoridating water supplies in New Zealand. Australian and New Zealand Journal of Public Health, 2005; 2: 170-178 http://onlinelibrary.wiley.com/doi/10.1111/j.1753-6405.2001.tb01841.x/pdf

Module Three: Wednesday 22 October 2014
Methods, Data Analysis and Evidence

9 + 10. The display and interpretation of data analysis for policy (Sharleen Forbes)

Further information on readings for Sessions 9 & 10 will be placed on Blackboard

11.   Framing, scoping and conducting evidence tasks in challenging circumstances (Amanda Wolf)

Required reading:
- Morgan, M. G., & Henrion, M. (1990). The nature and sources of uncertainty. In *Uncertainty: A guide to dealing with uncertainty in quantitative risk and policy analysis*, (pp. 47–72). Cambridge, Cambridge University Press.
- Eppel, E. (2012). What does it take to make surprises less surprising? The contribution of complexity theory to anticipation in public management. *Public Management Review*, 14(7), 881–902. DOI:10.1080/14719037.2011.650055
- Head, B. W. (2010). Water policy—evidence, learning and the governance of uncertainty. *Policy and Society, 29*, 171–180.

Recommended reading:
- Farber, D. A. Uncertainty (February 18, 2010). UC Berkeley Public Law Research Paper No. 1555343. Available at SSRN: http://ssrn.com/abstract=1555343

12.   Different ways of thinking about 'evidence' (Karl Lofgren)

The readings in this section have been selected to offer a range of perspectives on what 'evidence' is and, importantly, how we might think about and use evidence of different sorts.

Required reading:
- Banks, G. (2009). Evidence-based policy-making: What is it? How do we get it? ANZSOG/ANU Public Lecture Series, 2009, Canberra, Feb 4.
- Kay, A. (2011). Evidence-based policy-making: The elusive search for rational public administration. *The Australian Journal of Public Administration, 70*(3), 236–245.
- Schmidt, M. R. (1993). Grout: Alternative kinds of knowledge and why they are ignored. *Public Administration Review, 53*(6), 525–530

Recommended reading (on Blackboard):
- Dahler-Larsen, P. (2000) Surviving the Routinization of Evaluation, The Administrative Use of Evaluations in Danish Municipalities, *Administration & Society*, 32(1), pp. 70-92
- Schwandt, T. (2005). The centrality of practice to evaluation. *American Journal of Evaluation, 26*, 95–105.

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 <u>required</u> at all 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 (including class contact time) for a 15-point course.

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-.

Assignment	Details		
1. Essay on the use of secondary sources and qualitative methods	Due Monday 11 August 2014	2,000 words	40%
2. Assignment 2: relating to topics covered in Module 2	Due Monday 22 September 2014	Further details will be provided in class and on Blackboard	35%
3. Assignment 3: related to topics covered in Module 3	Due Monday 3 November 2014	Further details will be supplied in class and on Blackboard	25%

At the margin, consideration will be given to your contribution to class discussion and activities. Assignments for the course will be posted on Blackboard and discussed at the first module. Assignment 1 will be based on the topics and readings for Module 1. Assignment 2 and 3 will be based on the topics covered in Modules 2 & 3 respectively.

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 by email attachment. For essay 1, **the word count must be noted on the cover sheet**. Word limits may not be exceeded, and 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

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.

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 and 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.

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.

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 <u>all</u> 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.

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.

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