TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

MMPM 527 / MAPP 554
MONITORING AND EVALUATION IN THE PUBLIC SECTOR
(15 Points)

Trimester 2 / 2014

COURSE OUTLINE

Names and Contact Details

Course Coordinator:	**Professor Jackie Cumming**
	Room GB 315, Level 3, Old Government Building, Pipitea Campus
	Telephone: (04) 463 6567
	Email: jackie.cumming@vuw.ac.nz
Other Lecturers:	**Experienced evaluators as guest speakers**
Administrator:	**Darren Morgan**
	Room RH 821, Level 8, Rutherford House, Pipitea Campus
	Telephone: (04) 463 5458
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	Email: darren.morgan@vuw.ac.nz
School Office Hours:	8.30am to 5.00pm, Monday to Friday

Trimester Dates

From Monday 14 July to 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:	Thursday 17 July 2014	8.30am – 6.00pm
Module Two:	Thursday 4 September 2014	8.30am – 6.00pm
Module Three:	Thursday 23 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

Approaches to monitoring and evaluation as a key aspect of (a) performance management and (b) strategic management in the public sector. This course focuses on requirements for monitoring and evaluation and reporting of outcomes under 'Managing for Outcomes'.

Course Content

This course provides an overview and analysis of monitoring and evaluation theory and practice, with a particular focus on the role monitoring and evaluation play in public management and public policy and how monitoring and evaluation can lead to better decision-making in the public sector. The course uses international, as well as New Zealand, examples and case studies and will involve discussions with policy managers, policy advisors and evaluators with experience of monitoring and evaluation in New Zealand.

The following topics will be covered:

1. **Setting the scene: an introduction to monitoring and evaluation in the public sector**
   - The contribution of monitoring and evaluation to public management and public policy and their roles in evidence-based policy
   - The context for monitoring and evaluation in the public sector in New Zealand:
     - Accountability, managing for outcomes
     - Monitoring, evaluation, research, and audit
     - Key monitoring and evaluation agencies in New Zealand
   - The purposes and types of monitoring and evaluation approaches

2. **Evaluation design, methodologies and methods**
   - Determining the goals, objectives and questions for monitoring and evaluation
   - Programme logic
   - Qualitative, Quantitative and Mixed Methods:
     - An overview of key data sources and the analysis and interpretation of data – including Documents, Interviews / Focus Groups, Observations, Surveys, Administrative and National Statistical Data Sets, and Outcomes Measurement
     - Assessing value-for-money
   - Synthesising findings and reaching conclusions about the findings
   - Reporting and dissemination

3. **Planning and managing monitoring and evaluation**
   - Planning and managing monitoring and evaluation
   - Working with evaluators in-house and contracting external evaluators
   - The role of the evaluator
   - Ethical and cultural issues in evaluation in New Zealand – Ethical practice and processes; Māori, Pacific and Indigenous perspectives; and Cultural and community perspectives

Course Learning Objectives

The course will help participants to:

- Understand the role that monitoring and evaluation plays in public management and public policy.
- Understand the different purposes and types of monitoring and evaluation, their strengths and weaknesses, and how they answer key public management and policy questions.
- Increase their understanding and use of monitoring and evaluation information, in particular around monitoring and evaluation design and the key methodologies and methods used in monitoring and evaluation.
- Improve project management and commissioning of monitoring and evaluation.

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.

Readings

A reading list is attached. Essential readings for the course are provided on Blackboard. Some material is also available on the World Wide Web; these are listed with the web site addresses. Additional reading for the assessment requirements and for interest is also set out on the reading list.

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

There are two items of assessment. They are:

Item	Marks	Due
1. Case Study, Part 1 (2,000 words)	35%	5.00pm, Monday 11 August 2014
2. Case Study, Part 2 (3,500 words)	65%	5.00pm, Monday 3 November 2014

1. **Case Study, Part 1**
   2,000 words; Worth 35% of the course mark
   Due: 5.00pm, Monday 11 August 2014

   Identify a key policy or programme which you believe would benefit from an evaluation. Briefly outline the context in which this evaluation would take place, and the details of the policy or programme, its target group, and its key components. Detail the desired immediate, intermediate and longer term outcomes, by designing and discussing a programme logic that sets out the relationship between the key components of the policy or programme and the desired outcomes.

2. **Case Study, Part 2**
   3,500 words; Worth 65% of the course mark
   Due: 5.00pm, Monday 3 November 2014

   Design a full evaluation to assess the effectiveness of the policy or programme you chose for Case Study 1. Outline the evaluation questions; discuss how the evaluation design is influenced by the policy or programme's programme logic; and detail the methods, likely data sources, and likely analyses you would undertake. Identify any likely problems with each of these aspects of the evaluation and discuss how you would manage these.

NOTE: For ALL assignments, please ensure your name is included on all pages of the essay. Please also use 1.5 line spacing and include a 4.5cm margin on the right hand side for comments.

Please submit ALL assignments by email attachment (in Microsoft Word or rtf format – no pdf's) to sog-assignments@vuw.ac.nz

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 may be provided in class, by post, by email or via Blackboard.

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 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.

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.

Reading List for 2014

There is no set textbook for this course, with the key readings for the course supplied on Blackboard. However, students may wish to consult the following, available at the Victoria University Libraries. Selected chapters from these books are included in the readings supplied, but each book has a significant amount of additional useful material which is worth consulting, in particular for the case study reports which make up the assessment for this course.

- Alasuutari, P., Bickman, L., Brannen, J. (Eds.) (2008). The Sage Handbook of Social Research Methods. London, Sage Publications Ltd.

- Creswell, J.W. (2009). Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage.

- Davidson, E. J. (2005). Evaluation Methodology Basics: The Nuts and Bolts of Sound Evaluation. Thousand Oaks, Sage Publications.

- Davidson, C. and Tolich, M. (2003). Social Science Research in New Zealand: Many Paths to Understanding. Rosedale, Pearson Education New Zealand.

- Lunt, N., Davidson, C. and McKegg, K. (eds) (2003). Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson Education New Zealand.

Topic 1

Setting the scene: an introduction to monitoring and evaluation in the public sector

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Readings provided on Blackboard

1. Nutley, S., Walter, I., Davies, H. (2009). "Past, present, and possible futures for evidence-based policy", in Evidence for Policy and Decision-Making: A Practical Guide", Argyrous, G. (ed). Sydney, University of New South Wales Press, pp. 1-26.

2. Baehler, K. (2003). "Evaluation and the Policy Cycle", Chapter 1.4 in Lunt, N., Davidson, C., and McKegg, K. Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson; pp. 27-39.

3. Gluckman, P. (2011). "Towards better use of evidence in policy formation: a discussion paper". Office of the Prime Minister's Science Advisory Committee.

4. Bowling, A. (1997). "The principles of research", Chapter 6 in Research Methods in Health: Investigating Health and Health Services, Open University Press, Buckingham, pp. 117-143.

5. Pope, C., Mays, N., Popay, J. (2007). "Stages in reviewing evidence systematically", Chapter 2 in Synthesizing Qualitative and Quantitative Health Evidence: A Guide to Methods. Maidenhead, Open University Press, pp. 19-44.

Topic 2

Evaluation design, methodologies and methods

Readings provided on Blackboard

6. Baehler, K. (2002). "Intervention Logic: A User's Guide", Public Sector, 25 (3): 14-20.

7. Creswell, J.W. (2009). "The selection of a research design", Chapter 1 in Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage, Los Angeles pp. 3-21.

8. Bowling, A. (1997). "Unstructured interviewing and focus groups", Chapter 16 in Research Methods in Health: Investigating Health and Health Services, Open University Press, Buckingham, pp. 336-357.

9. Tilling, K., Sterne, J., Brookes, S & Peters, T. (2005), "Features and designs of randomized controlled trials and non-randomized experimental designs", Chapter 5 in Handbook of Health Research Methods, Open University Press, Maidenhead, pp. 85-97.

10. Bowling, A. (2005), "Quantitative social science: the survey", Chapter 8 in Handbook of Health Research Methods, Open University Press, Maidenhead, pp. 190-214.

11. Creswell, J.W (2009). "Mixed Methods Procedures", Chapter 10 in Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage, Los Angeles pp. 203-225.

12. Davidson, E.J. (2005) "Meta-evaluation" Chapter 11 in Davidson, E.J. (2005) Evaluation Methodology Basics Sage Publications Thousand Oaks pp. 205-219.

Topic 3

Planning and managing monitoring and evaluation

Readings provided on Blackboard

13. Social Policy Evaluation and Research Committee (SPEaR) (2008). SPEaR Good Practice Guidelines 2008. Wellington, SPEaR.

14. Social Policy Evaluation and Research Committee (SPEaR) and Aotearoa New Zealand Evaluation Association (anzea) (2007). Report on the SPEaR Best Practice Māori Guidelines Hui 2007: A Collaboration Between SPEaR and anzea. Wellington, SPEaR and anzea.

15. Morra Imas, L.G. and Rist, R.C. (2009) "Guiding the Evaluator: Evaluation Ethics, Politics, and Guiding Principles" Chapter 14 in Morra Imas, L.G. and Rist, R.C. (2009) The Road to Results World Bank.

16. Hawkins Penny (2003) "Contracting evaluation: a tender topic" Chapter 2.1 in Lunt, N., Davidson, C., and McKegg, K. Evaluating Policy and Practice: A New Zealand Reader. Auckland, Pearson; pp. 48-57.

Additional Recommended Reading

- Health Research Council of New Zealand (2010). <u>Guidelines for Researchers on Health Research Involving Māori</u>. Auckland, Health Research Council of New Zealand. www.hrc.govt.nz

- Health Research Council of New Zealand (2014). <u>Pacific Health Research Guidelines</u>. Auckland, Health Research Council of New Zealand. www.hrc.govt.nz

Key Websites and Journals related to Evaluation

- ANZEA (Aotearoa New Zealand Evaluation Association): www.anzea.org.nz/

- AES (Australasian Evaluation Society): www.aes.asn.au/ (includes <u>Evaluation Journal of Australasia</u>)

- American Journal of Evaluation: http://aje.sagepub.com/

- Evaluation and Program Planning: www.elsevier.com/locate/evalprogplan

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