TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

GOVT 533
MONITORING AND EVALUATION
(15 Points)

Trimester 1 / 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinators and Lecturers:	**Professor Jackie Cumming** Room GB 315, Old Government Building, Pipitea Campus Telephone: (04) 463 6567 Email: jackie.cumming@vuw.ac.nz
	Dr Jenny Neale Room GB 317, Old Government Building, Pipitea Campus Telephone: (04) 463 5827 Email: jenny.neale@vuw.ac.nz
Guest Lecturers:	Evaluators, Commissioners of Evaluations
Administrator:	**Darren Morgan** Room RH 821, Level 8, Rutherford House, Pipitea Campus Telephone: (04) 463 5458 Fax: (04) 463 5454 Email: darren.morgan@vuw.ac.nz
School Office Hours:	8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 23 February – Monday 8 June 2015

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 6 March 2015**.

2. The standard last date for withdrawal from this course is **Friday 15 May 2015**. 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 25 February 2015	9.00am – 5.00pm
Module Two:	Wednesday 15 April 2015	9.00am – 5.00pm
Module Three:	Wednesday 27 May 2015	9.00am – 5.00pm

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 .

Course Delivery and Attendance

This course is delivered in a modular format over three days, which includes a minimum of 24 hours contact. The 24 hours are broken up into:

- Three separate teaching days of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above.
- A minimum of 6 hours online learning between module meetings, as detailed in the course outline below.

Attendance is required at all teaching days. **Participation in additional online work sessions is mandatory.**

If, before enrolment for a course, you are aware that you will not be able to attend for part of a day, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend part or all of a day (i.e. more than two hours), or cannot complete the online learning requirements within the prescribed timeframes, you must advise the course coordinator explaining why you are unable to do so. The course coordinator may require you to complete compensatory work to ensure that you have successfully met the course requirements and fulfilled the learning objectives.

Expected Workload

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

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours for a 15-point course. Some of that is set contact time. The rest is your study time and we recommend you study weekly for approximately 8-10 hours.

Prescription

This course focuses on monitoring and evaluation in public management and public policy and how high-quality monitoring and evaluation can improve policy and delivery, decision-making and the efficiency and effectiveness of resource allocation. The course will examine common forms of evaluation and provide a range of policy examples.

Course Learning Objectives

The course will help participants to:

1. Describe the role that monitoring and evaluation plays in public management and public policy.
2. Critically analyse the different purposes and types of monitoring and evaluation, their strengths and weaknesses, and how they answer key public management and policy questions.
3. Critically analyse the use of monitoring and evaluation information, in particular around monitoring and evaluation design and the key methodologies and methods used in monitoring and evaluation.
4. Design, manage and commission high quality monitoring and evaluation programmes.

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:

Module 1 (Wednesday 25 February 2015)

Setting the Scene: an Introduction to Monitoring and Evaluation in the Public Sector
Professor Jackie Cumming and Guest Lecturers

Part 1 – Contribution, Context and Culture
- The contribution of monitoring and evaluation to public management and public policy and their roles in evidence-based policy
  - Situating monitoring and evaluation in the policy cycle
  - Understanding evidence-based policy
- The context for monitoring and evaluation in the public sector
  - The focus on improving outcomes
  - The New Zealand's government's aims for 'Better Public Services'
  - Key agencies in monitoring and evaluation in New Zealand
  - How well is monitoring and evaluation done, internationally and in New Zealand? What role does it play in public policy and public management in practice?
- Building a monitoring and evaluation culture
  - The importance of a monitoring and evaluation culture in public policy
  - How to build a stronger monitoring and evaluation culture

Part 2 – Purposes and Types
- The purposes and types of monitoring and evaluation approaches; their strengths and weaknesses
  - Formative and summative evaluations
  - Process and outcome evaluations
  - Goal-based and goal-free evaluations
  - Monitoring and evaluation purposes

Part 3 – Programme Logics
- Programme logics and their use in monitoring and evaluation
  - Why programme logics are important
  - Developing a programme logic in detail, to support monitoring and evaluation

Module 2 (Wednesday 15 April 2015)

Monitoring and Evaluation Questions and Design
Professor Jackie Cumming and Guest Lecturers

Part 1 – Determining the questions for monitoring and evaluation
- High-level monitoring and evaluation questions relating to the purpose of monitoring and evaluation
- The range of questions monitoring and evaluation might ask

Part 2 – Evaluation design
- Worldviews
- Strategies of inquiry
- Methods
- Qualitative, quantitative and mixed methods – Data collection
  - Interviews, focus groups, document analyses
  - Surveys/questionnaires, administrative data

- Qualitative, quantitative and mixed methods – Data analysis and interpretation
  - Interviews, focus groups, document analyses
  - Surveys/questionnaires, administrative data
- Assessing causation
- Assessing value-for-money
- Assessing equity

Module 3 (Wednesday 27 May 2015)

Planning and Managing Monitoring and Evaluation
Dr Jenny Neale and Guest Lecturers

Part 1 – Planning and managing monitoring and evaluation
- Planning monitoring and evaluation
- Managing monitoring and evaluation
- Engaging with stakeholders
- Working in different sectors
- Synthesising findings and drawing conclusions
- Reporting
- Dissemination and knowledge translation

Part 2 – Working with evaluators in-house and contracting external evaluators
- Advantages and disadvantages of in-house evaluators; when to use
- Advantages and disadvantages of external evaluators; when to use

Part 3 – The role of the evaluator
- Challenges in being an evaluator

Part 4 – Ethical and cultural issues in evaluation
- Ethical practice and processes
- Māori, Pacific and Indigenous perspectives
- Cultural and community perspectives

Online Learning

There are three tasks to be performed within defined time periods via Blackboard, to a total of at least 6 hours. The course coordinator will monitor your completion of these tasks in Blackboard.

The contribution of monitoring and evaluation in the public sector (Minimum one hour)

1. In the week of Friday 27 February to Saturday 7 March 2015, and no later than 5.00pm on Saturday 7 March 2015, every student is to contribute to the class blog on Blackboard about what you think monitoring and evaluation can add to public policy and public management, and what you want to get out of this course (half hour).
2. In the week of Sunday 8 to Saturday 14 March 2015, and no later than 5.00pm on Saturday 14 March 2015, read, think about and comment (online) on what your fellow students have posted (half hour).

Programme logic (Minimum three hours)

3. In the week of Sunday 15 to Saturday 21 March 2015, and no later than 5.00pm on Saturday 21 March 2015, every student is to contribute to the class blog on Blackboard, locating a recent monitoring or evaluation report that is publicly available and commenting on the programme logic(s) within the report (two hours).

4. In the week of Sunday 22 to Saturday 28 March 2015, and no later than 5.00pm on Saturday 28 March 2015, read, think about and comment (online) on what your fellow students have posted (one hour).

Monitoring and evaluation design (Minimum two hours)

5. In the week of Sunday 19 to Saturday 25 April 2015, and no later than 5.00pm on Saturday 25 April 2015, every student is to contribute to the class blog on Blackboard, commenting on the monitoring and evaluation design of a recent monitoring or evaluation report that is publicly available (one hour).

6. In the week of Sunday 26 April to Saturday 2 May 2015, and no later than 5.00pm on Saturday 2 May 2015, read, think about and comment (online) on what your fellow students have posted (one hour).

Readings

The following books are set textbooks for the course:

See assigned readings below from:

- Lunt, N., Davidson, C., & McKegg, K. (Eds.). (2003). *Evaluating policy and practice: A New Zealand reader*. Auckland: Pearson Education New Zealand.

You are expected to read and draw on the following as appropriate throughout the course and for assessment:

- van Thiel, S. (2014). *Research methods in public administration and public management: An introduction*. London and New York: Routledge.

- Creswell, J.W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. Sage Publications.

- Davidson, E. J. (2005). *Evaluation methodology basics: The nuts and bolts of sound evaluation*. Thousand Oaks: Sage Publications.

Students may also wish to consult the following, available at the Victoria University Libraries.

Alasuutari, P., Bickman, L., Brannen, J. (Eds.) (2008). *The SAGE handbook of social research methods*. London: Sage Publications Ltd.

Davidson, C. and Tolich, M. (2003). *Social science research in New Zealand: Many paths to understanding*. Rosedale: Pearson Education New Zealand.

Required readings indicated below with an asterisk are available from the Victoria University of Wellington library databases or e-book collections. As a VUW student, you have complete and free

access to these materials. University copyright licenses allow you to download and print these materials, so long as you use them for educational purposes only. Please ask your course coordinator or a VUW librarian if you require help to access material, or if you run into any other problems.

If the library does not have database or e-book access to required readings (those with no asterisk in this course outline), a URL will be provided, the readings will be available on Blackboard, or you will be advised to buy the readings. In some cases, you may need to go to the library to consult books, or to check them out.

Module 1

Setting the Scene: an Introduction to Monitoring and Evaluation in the Public Sector

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Nutley, S., Walter, I., & Davies, H. (2009). Past, present, and possible futures for evidence-based policy. In G. Argyrous (Ed.), *Evidence for policy and decision making: A practical guide* (pp. 1–26). Sydney: University of New South Wales Press.

[Text] Baehler, K. (2003). Evaluation and the policy cycle. In N. Lunt, C. Davidson & K. McKegg (Eds.), *Evaluating policy and practice: A New Zealand reader* (pp. 27–39). Auckland: Pearson.

Gluckman, P. (2011). *Towards better use of evidence in policy formation: a discussion paper*. Auckland: Office of the Prime Minister's Science Advisory Committee. www.pmcsa.org.nz/wp-content/uploads/Towards-better-use-of-evidence-in-policy-formation.pdf

* Højlund, S. (2014). Evaluation use in evaluation systems – the case of the European Commission. *Evaluation*, *20*(4), 428–446. doi:10.1177/1356389014550562

* Pattyn, V. (2014). Why organizations (do not) evaluate? Explaining evaluation activity through the lens of configurational comparative methods. *Evaluation*, *20*(3), 348–367. doi:10.1177/1356389014540564

* McCoy, A., Rose, D., & Connolly, M. (2013). Developing evaluation cultures in human service organisations. *Evaluation Journal of Australasia*, *13*(1), 15–20.

* Hansson, F., Norn, M. T., & Vad, T. B. (April 2014). Modernize the public sector through innovation? A challenge for the role of applied social science and evaluation. *Evaluation, 20*(2), 244–260. doi:10.1177/1356389014529835

* Cumming, J., & Forbes, S. (2012). Better public services: The case for monitoring and evaluation. *Policy Quarterly,* 8(3), 49–55.

Baehler, K. (2002). Intervention logic: A user's guide. *Public Sector*, 25(3), 14–20.

* Bowling, A. (2014). The principles of research. In *Research methods in health: Investigating health and health services* (4th ed.) (pp. 146–188). Buckingham: Open University Press.

New Zealand Government. (2011). Better public services advisory group report. Available at: www.ssc.govt.nz/sites/all/files/bps-report-nov2011_0.pdf

State Services Commission. (2014). Better public services: Results for New Zealanders. Available at: www.ssc.govt.nz/bps-results-for-nzers

Module 2

Monitoring and Evaluation Questions and Design

[Text] Creswell, J.W., (2009). The selection of a research design. In *Research design: Qualitative, quantitative and mixed methods approaches* (pp. 3–21). Sage: Los Angeles.

Tilling, K., Sterne, J., Brookes, S., & Peters, T. (2005). Features and designs of randomized controlled trials and non-randomized experimental designs. In *Handbook of health research methods* (pp. 85–97). Maidenhead: Open University Press.

Westhorp, G. (2014). Realist impact evaluation: An introduction. Overseas Development Institute. www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9138.pdf

* Sridharan, S., & Nakaima, A. (2012). Towards an evidence base of theory-driven evaluations: Some questions for proponents of theory-driven evaluation. *Evaluation, 18*(3), 378–395. doi:10.1177/1356389012453289

* De Souza, D. E. (2013). Elaborating the context-mechanism-outcome configuration (CMOc) in realist evaluation: A critical realist perspective. *Evaluation*, *19*(2), 141–154. doi:10.1177/1356389013485194

* Delahais, T., & Toulemonde, J. (2012). Applying contribution analysis: Lessons from five years of practice. *Evaluation*, 18(3), 281–293. doi:10.1177/1356389012450810

Bowling, A., (2005). Quantitative social science: the survey. In A. Bowling & S. Ebrahim (Eds.), *Handbook of health research methods* (pp. 190–214). Maidenhead: Open University Press.

* Bowling, A., (2014). Unstructured interviewing and Focus groups. In *Research methods in health: Investigating health and health services* (pp. 335–357). Buckingham: Open University Press.

[Text] Creswell, J. W., (2009). Mixed methods procedures. In *Research design: Qualitative, quantitative and mixed methods approaches* (pp. 203–225). Los Angeles: Sage.

[Text] Davidson, E.J. (2005). Meta-evaluation. In *Evaluation methodology basics: The nuts and bolts of sound evaluation* (pp. 205–219). Thousand Oaks: Sage Publications.

* Berriet-Solliec, M., Labarthe, P., & Laurent, C. (2014). Goals of evaluation and types of evidence. *Evaluation*, *20*(2), 195–213. doi:10.1177/1356389014529836

* Copestake, J. (2014). Credible impact evaluation in complex contexts: Confirmatory and exploratory approaches. *Evaluation*, *20*(4), 412–427, doi:10.1177/1356389014550559

Some Examples of Evaluations – Browse through these for Module 2:

International

  * Guenther, J., & Galbraith, M. (2014). Learning from evaluations of school–family strengthening programs: lessons for all. *Evaluation Journal of Australasia, 14*(2), 42–51.

  * McCartney, G., Hanlon, P., & Bond, L. (2013). How will the 2014 Commonwealth Games impact on Glasgow's health, and how will we know? *Evaluation*, *19*(1), 24–39. doi:10.1177/1356389012471885

  * Blogg, S., Ruddick, A. (2013). Challenges of monitoring and evaluating an AusAID-funded HIV program in Indonesia. *Evaluation Journal of Australasia*, *13*(1), 36–43.

New Zealand

  Law, D., & Scobie, G. M. (2014). *KiwiSaver and the accumulation of net wealth*. New Zealand Treasury, Working Paper, 14/22. Retrieved from www.treasury.govt.nz/publications/research-policy/wp/2014/14-22/twp14-22.pdf

  Raymont, A. & Cumming, J. (2013*). Evaluation of the Primary Health Care Strategy: Final report.* Wellington: Health Services Research Centre.
  www.victoria.ac.nz/sog/researchcentres/health-services-research-centre/publications/reports

  Raymont A., Cumming J., & Gribben, B. (2013). *Evaluation of the Primary Health Care Strategy: Changes in Fees and Consultation Rates Between 2001 and 2007.* Wellington: Health Services Research Centre.
  www.victoria.ac.nz/sog/researchcentres/health-services-research-centre/publications/reports

  Russell (Pere), L., Smiler, K. & Stace, H. (2013). *Improving Māori health and reducing inequalities between Māori and non-Māori: Has the Primary Health Care Strategy worked for Māori?* Wellington: Health Services Research Centre.
  www.victoria.ac.nz/sog/researchcentres/health-services-research-centre/publications/reports

  Pack, M., Minister, J., Churchward, M., & Tanuvasa, A. F. (2013). *Evaluation of the implementation and immediate outcomes of the Primary Health Care Strategy: The experiences of Pacific PHOs and Pacific populations.* Wellington: Health Services Research Centre.
  www.victoria.ac.nz/sog/researchcentres/health-services-research-centre/publications/reports

  Boulton, A., & Gifford, H. (2011). Implementing Working for Families: The impact of the policy on selected Māori whānau, *Kōtuitui: New Zealand Journal of Social Sciences Online*, *6*(1–2), 144–154. doi: 10.1080/1177083X.2011.620971.
  http://dx.doi.org/10.1080/1177083X.2011.620971

  McLean, R. M., Hoek, J. A., Croxson, B., Cumming, J., Ehau, T., Tanuvasa, A. F., Johnston, M., Mann, J., Schofield, G., (2009). Healthy eating - Healthy action: Evaluating New Zealand's obesity prevention strategy. *BMC Public Health,* 9, 452. Retrieved from
  www.biomedcentral.com/content/pdf/1471-2458-9-452.pdf

HEHA Strategy Evaluation Consortium. (2009). *Healthy eating – Healthy action: Oranga Kai – Oranga Pumau strategy evaluation interim report*. Wellington: HEHA Strategy Evaluation Consortium. http://weightmanagement.hiirc.org.nz/page/21622/healthy-eating-healthy-action-oranga-kai/?section=12386

Fergusson, D., Boden, J., Horwood, J. (2009). *Early start nine year follow-up*. Wellington: Ministry of Social Development. Retrieved from www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/evaluation/early-start-evaluation-report-nine-year-follow-up.pdf

Boyd, S., Dingle, R., & Campbell, R., King. J., & Corter. A. (2007). *Taking a bite of the apple: The implementation of fruit in schools.* Healthy Futures evaluation report to the Ministry of Health (HOI). Retrieved from www.nzcer.org.nz/system/files/healthy-futures-report-june07.pdf

Milligan, V., Phibbs, P., Gurran, N., & Fagan, K., (2007). *Approaches to evaluation of affordable housing initiatives in Australia National Research Venture 3: Housing affordability for lower income Australians* (Research Paper No. 7). Retrieved from www.ahuri.edu.au/publications/search.asp?ShowSearch=False&Year=&Search-Summary=&Direction=DESC&Search=Properties&PublicationType=rp&Keywords=&Centre=&Search-Title=&Search-Author=&Sort=Date&CurrentPage=2

Module 3

Planning and Managing Monitoring and Evaluation

Social Policy Evaluation and Research Committee (SPEaR) (2008). *SPEaR good practice guidelines 2008*. Wellington: SPEaR.

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.

Barnes, H. M., Whariki, T. R. (2009). *The evaluation hikoi: A Maori overview of programme evaluation*. Retrieved from www.hauora.co.nz/assets/files/Maori/HMB_Maori-Evaluation-Manual-2009.pdf

* Boulton, A., & Kingi, T. K. (2011). Reflections on the use of a Māori conceptual framework to evaluate complex health policy: the case of New Zealand's Healthy Eating, Healthy Action. Strategy evaluation. *Evaluation Journal of Australasia*, *11*(1), 5.

* Cavino, H. M. (2013). Across the colonial divide: Conversations about evaluation in indigenous contexts. *American Journal of Evaluation*, *34*(3), 339–355. doi:10.1177/1098214013489338

Tuuta, M., Bradnam, L., Hynds, A., Higgins, J., & Broughton, R. (2004). *Evaluation of the Te Kauhua Māori Mainstream Pilot Project Report to the Ministry of Education*. Retrieved from www.educationcounts.govt.nz/__data/assets/pdf_file/0011/6968/te-kauhua.pdf

Morra Imas, L.G., & Rist, R.C. (2009). Guiding the evaluator: Evaluation ethics, politics, and guiding principles. In *The road to results* (pp. 495–514). Washington: World Bank. https://openknowledge.worldbank.org/bitstream/handle/10986/2699/526780PUB0Road101Official0Use0Only1.pdf?sequence=1

[Text] Hawkins, P. (2003). Contracting evaluation: A tender topic. In N. Lunt, C. Davidson & K. McKegg (Eds.), *Evaluating policy and practice: A New Zealand reader* (pp. 48–57). Auckland: Pearson.

Witten, K., & Hammond, K. (2010). What becomes of social science knowledge: New Zealand researchers' experiences of knowledge transfer modes and audiences. *Kōtuitui: New Zealand Journal of Social Sciences Online*, 5(1), 3–12. DOI: 10.1080/1177083X.2010.495048 http://dx.doi.org/10.1080/1177083X.2010.495048

Links to Health Research Council of New Zealand Guidelines on Health Research with Māori. Available at: www.hrc.govt.nz/sites/default/files/Guidelines%20for%20HR%20on%20Maori-%20Jul10%20revised%20for%20Te%20Ara%20Tika%20v2%20FINAL[1].pdf

Links to Health Research Council of New Zealand Guidelines on Research with Pacific peoples. Available at: www.hrc.govt.nz/sites/default/files/Pacific%20Health%20Research%20Guidelines%202014.pdf

Canadian Institutes of Health Research. (2014). *More About Knowledge Translation at CIHR*. www.cihr-irsc.gc.ca/e/39033.html

Assessment

The purpose of assessment is three-fold: to ensure that you have met the standard of work required of the course; to give you feedback on your performance to assist you with your future study; and to provide the teaching staff with feedback on the progress of the class. You will be assessed on the basis of your individual work. There are two items of assessment for this course. They are:

Item	Marks	Due	Course Learning Objectives Assessed
1. Case Study, Part 1 (2,500 words)	30%	5.00pm Wednesday 8 April 2015	1, 2, 4
2. Case Study, Part 2 (4,000 words)	60%	5.00pm Monday 8 June 2015	2, 3, 4
3. Online Participation	10%	Ongoing	1, 2, 3, 4

For general information on assessment at VUW, please see the Assessment Handbook, which applies to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf .

Submit all items through the assignments section of Blackboard. DO NOT SUBMIT PDFs.

You should keep a copy of all submitted work.

Case Study, Part 1 (Due: 5.00pm, Wednesday 8 April 2015): 2,500 words, 30%

This first case study provides an opportunity to identify a policy or programme of interest to you, and for you to explore the role that monitoring and evaluation might play in relation to the future development of the policy or programme. It asks in particular that you set out a detailed programme logic that will guide your proposed monitoring and evaluation.

> Identify a current key policy or programme which you believe would benefit from an evaluation. Briefly outline the goals and objectives of the policy and the target group. Identify the key initiatives which form part of the policy or programme and develop a detailed programme logic that sets out the linkages between the key initiatives in the policy or programme and the desired immediate, intermediate and longer term outcomes. Identify the type of evaluation that might be undertaken for your chosen policy or programme, justify your choice with reference to monitoring and evaluation literature, and set out the timeframe for monitoring and evaluating key initiatives, and how the findings from monitoring and evaluation of your chosen policy or programme might be used.

Please ensure you discuss your choice of policy or programme with the course co-ordinator to ensure its appropriateness for the case studies. It is also a good idea to check that there is sufficient published material available to draw on in order for you to design an evaluation of your chosen policy or programme.

Case Study, Part 2 (Due: 5.00pm Monday 8 June 2015): 4,000 words, 60%

This second case study is an opportunity to design a full evaluation of the policy or programme that you identified and worked on in your first case study. In particular, it is important to think about whether it is possible to design an evaluation that enables you to show causation, i.e. that it is your chosen policy or programme and that policy or programme alone that is responsible for any outcomes found from the policy or programme. If it is not possible to design such an evaluation, explain why.

> Design a full evaluation to assess the effectiveness of the policy or programme you chose for Case Study 1. Outline the evaluation questions; and detail the evaluation design – justifying your choice of design given your evaluation questions. Briefly set out 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.

Expectations of Assignments in this Course

The expected workload for this course is around 150 hours, with a significant commitment to reading, studying and thinking, as well as completing assignments. We will look for evidence of this in your assignments, as these are the sole basis for assessment in this course.

Key criteria for the assignments include:

- *client focus* – the essay is structured, written and presented in a way that makes it easy to read and understand
- *relevance/content* – the essay gets to the point quickly, does not use too many words describing the policy or programme of interest (e.g., by using tables), and clearly and answers the question succinctly and well

- *critical analysis* – clearly defines all key concepts, takes a critical approach, makes reference to monitoring and evaluation literature
- *attention to detail* – accurate description of others' views; correct spelling, grammar and referencing; accurate presentation of numbers, data, tables and figures.

It is always a delight to read assignments that are:

- laid out with generous white space (left and right margins of at least 2.54 cm, double-spaced)
- printed in a font/size that is easy to read (e.g. Arial 11 pt, or Times Roman 12 pt)
- clearly structured, with headings that outline your argument
- written in plain English, in the active voice, with relatively short (rather than long and complex) sentences and paragraphs.

Do proof-read your assignments carefully before submitting them, and/or ask a colleague or friend to do this for you.

Note on Quality Assurance

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.

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.

Computation of Grades

The translation from numerical marks to letter grades is set by the following grade ranges.

Pass/Fail	Grade	Normal range	Indicative characterisation
Pass	A+	90% - 100%	Outstanding performance
	A	85% - 89%	Excellent performance
	A-	80% - 84%	Excellent performance in most respects
	B+	75% - 79%	Very good performance
	B	70% - 74%	Good performance
	B-	65% - 69%	Good performance overall, but some weaknesses
	C+	60% - 64%	Satisfactory to good performance
	C	55% - 59%	Satisfactory performance
	C-	50% - 54%	Adequate evidence of learning
Fail	D	40% - 49%	Poor performance overall; some evidence of learning
	E	0 - 39%	Well below the standard required
	K	Fail due to not satisfying mandatory course requirements, even though the student's numerical course mark reached the level specified for a pass, usually 50%. A student whose course mark is below 50 should be given a D (40-49) or E (0-39), regardless of whether they met the mandatory course requirements	
Pass	P	Overall Pass (for a course classified as Pass/Fail)	
Fail	F	Fail (for a Pass/Fail course)	

Access to 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. Ensure that you can access Blackboard before the course begins.

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.

If you have any problems gaining access to Victoria University's computer facilities, such as myVictoria and Blackboard, 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.

Power-point slides and other lecture materials that are posted on Blackboard may differ from the presentations used in class, as the copyright rules for archived presentations differ somewhat from those for live presentation.

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 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.

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.

Participation in additional online work sessions is mandatory.

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

Information will be communicated via Blackboard. It is essential, therefore, that you activate your @myvuw.ac.nz email account (the free email account created for you when you enrol and accessed via the myVictoria student web portal) before the start of the course. Once you have activated your @myvuw.ac.nz email account, if you want to receive these emails at your preferred email address (e.g. your home or work email address), you must modify the settings so all emails sent to it are automatically forwarded to your preferred email address. For more information, please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward .

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 .

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