

School of Government

GOVT 519
DEVELOPMENT POLICY AND MANAGEMENT
(15 Points)

Trimester 2 / 2015

COURSE OUTLINE

Names and Contact Details

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- School Office Hours:** 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Monday 13 July – Friday 23 October 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 24 July 2015**.
2. The standard last date for withdrawal from this course is **Friday 25 September 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 or at www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc.

Class Times and Room Numbers

This course is delivered in a weekly format over the whole trimester.

Class Times: Wednesdays, 5.40pm – 7.30pm

Class Dates: Starting 15 July (first class) to 19 August 2015
Mid-trimester break (no classes) on 26 August and 2 September 2015
Resuming 9 September to 14 October (final class) 2015

Class Location: Room RWW 413, Level 4, Railway West Wing, Pipitea Campus
The timetable is available to view on the Victoria University website at www.victoria.ac.nz/students/study/timetables.

You are required to attend ALL the weekly sessions.

Course Delivery

This course is delivered in a weekly format over twelve 2-hour sessions.

Attendance is required at all sessions. Please notify the course convenor in advance if you are unable to attend.

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

The course examines how governments make a difference to development in their policies and their implementation. It looks at different approaches to the theory of state-led development and alternative models of the relationship between public institutions and human development.

Course Learning Objectives

Students who pass this course should be able to:

- Propose reforms or improvements to those institutions and/or programmes to make them more efficient and effective;
- Critically evaluate the effects of the action of particular public institutions and the impact of particular programmes on human development in those countries;
- Critically analyse different state-led development strategies and their implementation in modernising countries.

Readings

There is no set text for the course. Required reading has been identified for each session, and additional readings are suggested for those who wish to delve further into specific topics.

In addition, the following materials will be of assistance when doing your assignments:

Two general books on development and public governance provide useful overviews:

- Desai, V., & Potter, R. B. (Eds.). (2002). *The companion to development studies*. London: Arnold.
An edited collection of readings on development theory and policy
- Turner, M. & Hulme, D. (1997) *Governance, administration and development: Making the state Work*. Houndsmills & New York: Palgrave.
An authored work on public administration and development

For cover of a number of reform topics in an African context, such as general civil service reform, pay policy, government budgeting and financial management and sets these in the context of the political economy of reform:

- Levy, B., & Kpundeh, S. (Eds.). (2004). *Building state capacity in Africa: New approaches, emerging lessons*. Washington DC: World Bank Institute.

Three recent books take different perspectives on evidence about development processes and policy prescriptions, particularly involving international action:

- Collier, P. (2007). *The bottom billion: Why the poorest countries are failing and what can be done about it*. Oxford: Oxford University Press.

- Easterly, W. (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: The Penguin Press.
- Sachs, J. (2006). *The end of poverty: Economic possibilities for our time*. Penguin.

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 convenor 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, or the readings will be available on Blackboard. In some cases, you may need to go to the library to consult books, or to check them out. Some recommended reasons are also included; additions may be added as the course progresses.

Course Content

| Session | Date | Topic | Presenter |
|---|--------------|--|------------------|
| Session 1 | 15 July | Introduction to the Course | GH |
| Session 2 | 22 July | Stocktake of Development | GH |
| Session 3 | 29 July | Evolving Theories of Development | JD |
| Session 4 | 5 August | Development Policy Processes | GH |
| Session 5 | 12 August | Global Development Agencies: the UN | GH |
| Session 6 | 19 August | Regional and National Development Agencies | GH |
| Mid-trimester break (no classes on 26 August and 2 September) | | | |
| Session 7 | 9 September | Multi-lateral institutions | JD |
| Session 8 | 16 September | Measuring Development Effectiveness | JD |
| Session 9 | 23 September | The public sector and development | GH |
| Session 10 | 30 September | ICT4D | GH |
| Session 11 | 7 October | Global Conferences: SIDS | GH |
| Session 12 | 14 October | Final Session | GH |

Session 1 15 July Introduction to the Course

This session will provide an overview of the course, and introduce fundamental ideas about public policy and management in the context of developing countries.

Required Reading:

* Quental, N., Lourenço, J. M., & da Silva, F. N. (2011). Sustainable development policy: Goals, targets and political cycles. *Sustainable Development*, 19, 15–29

Session 2 22 July Stocktake of Development

This session will review current social and economic development indicators for developing countries, and look ahead to the development challenges of the present century. It will also introduce the concept and practice of “human development”.

Required reading:

United Nations General Assembly. (2014). *The road to dignity by 2030: Ending poverty, transforming all lives and protecting the planet*. Synthesis report of the Secretary-General on the post-2015 Development Agenda.

www.un.org/en/development/desa/publications/files/2015/01/SynthesisReportENG.pdf

Session 3 29 July Evolving theories of development

This session reviews the theories and ideas that have influenced development policies and programs in poor countries.

Required reading:

Ranis, G. (2004). *The evolution of development thinking: Theory and policy*. New Haven: Leitner program in international & comparative political economy.

www.isn.ethz.ch/Digital-Library/Publications/Detail/?ots591=0c54e3b3-1e9c-be1e-2c24-a6a8c7060233&lng=en&id=30084

* Easterly, W. (2007). The ideology of development. *Foreign Policy*, 161, 30–35.

* Lin, J. Y. (2011). New structural economics: A framework for rethinking development. *The World Bank Research Observer* 26(2), 193–221.

Session 4 5 August Development Policy Processes

This session will review models of “the policy process”, keeping in mind the context of developing countries. It highlights the challenges typically faced in each stage in a development cycle, including roles and expectations of stake-holders, the challenges of knowledge management, the realities of “messy” implementation, and the funds of monitoring and evaluation.

Required Reading:

Turner, M., & Hulme, D. (1997). *Governance, administration and development: Making the state work*, (chap 6: Planning for development: The solution or the problem?). Houndsmills & New York: Palgrave (pp. 132-150).

Session 5 12 August Global Development Agencies: the UN

This session introduces the key features of development agencies. It looks at the role of the state and global agencies in development, analyses the role of the state: What do theories of development imply for the role of the state and global agencies in development? What influences are there on state action in development? Furthermore, what methods and resources are there for analysing the role of the state in development and the quality of state performance? Is development assistance good? Is it necessary?

Required Readings:

Emmesi, L., Jolly, R., & Weiss, T. G. (2001). UN world conferences and global challenges. In L. Emmesi, R. Jolly, & T. G. Weiss (Eds.). *Ahead of the curve: UN ideas and global challenges* (pp 80-199). Bloomington: Indiana University Press.

* Stone, D. (2008). Global public policy, transnational policy communities, and their networks. *Policy Studies Journal*, 36(1), 19–38.

Session 6 19 August Regional and National Development Agencies

This session examines the role of regional organizations in development policy (ADB, CROP, Australian & NZ Aid programmes). It focuses on regional organizations in the Asia Pacific region, while referring also to similar agencies in other parts of the globe.

Required Reading:

* Hassall, G. (2013). Who is leading the Pacific, as a region? *Canterbury Law Review*, 18, 5–13.

Supplementary Reading:

Berthelot, Y. (Ed.). (2004). *Unity and diversity in development ideas: Perspectives from the UN Regional Commissions*. United Nations Intellectual History Project. Bloomington and Indianapolis: Indiana University Press.

Session 7 9 September Multi-lateral institutions: World Bank, IMF, & WTO

This session introduces students to the main multi-lateral institutions that are relevant to development issues, in particular those that influence the financial and trade regulatory architecture of the world economic system.

Required Reading:

Lindbaek, Jannik, Pfeffermann, Guy and Neil Gregory (1998) “The evolving role of multilateral development banks: History and prospects.” *European Investment Bank Papers*, Vo. 3, Issue 2, pp 60-81. www.econstor.eu/dspace/bitstream/10419/44756/1/309200849.pdf

Kharas, H., & Lombardi, D. (2012). *The group of twenty: Origins, prospects, and challenges for global governance*. Washington DC: The Brookings Institution
www.brookings.edu/~media/research/files/papers/2012/8/g20-global-governance-kharas-lombardi/g20-global-governance-kharas-lombardi.pdf

Session 8 16 September Measuring Development Effectiveness

This session addresses questions related to the relevance of aid for economic development, and the principles and methods that have been adopted to assess the effectiveness of aid

Required Reading:

Kharas, H., & Chandy, L. (2011). *Measuring for success at the Busan high level forum on aid effectiveness*. Policy paper 2011-06. Washington DC: Brookings Institution.
www.brookings.edu/~media/research/files/papers/2011/5/27-high-level-forum-kharas-chandy/0527_high_level_forum_busan.pdf

Session 9 23 September The public sector and development

This session explores the crucial role that the public sector plays in development planning and implementation, and the challenges that government agencies commonly face in achieving their development aspirations.

Required Readings:

Lyons, M., Smuts, C., & Stephens, A. (2001). The changing role of the state in participatory development: From the reconstruction and development programme to growth, employment and redistribution. *Community Development Journal*, 36(4), 273–288.

Duncan, R., & Hassall, G. (2011). How pervasive is clientelist politics in the Pacific? In R. Duncan, (Ed.), *The political economy of economic reform in the Pacific* (pp. 265–276). Manila: Asian Development Bank.

www.adb.org/sites/default/files/publication/28919/political-economy-economic-reform-pac.pdf

UNDESA. (2005). *Unlocking the human potential for public sector performance*. New York: United Nations.

<http://unpan1.un.org/intradoc/groups/public/documents/UN/UNPAN021616.pdf>

Session 10 30 September ICT4D

With the development of computing power in the 1960s and 1970s, development organizations such as UNESCO began exploring implications of the concept of “knowledge societies”. The ability the internet has provided for linkage between computers has exponentially multiplied the production and dissemination of knowledge, and the more recent invention of interactive capabilities (Web 2.0) has produced further communicative possibilities, which are now conveniently referred to as “ICT4D” - Information & Communication Technologies for Development. This session will look at the implications that these new capabilities have for development policy.

Required Reading:

International Telecommunication Union and United Nations Conference on Trade and Development (2007). Executive summary. In *World information society 2007 Report. Beyond WSIS*. Geneva: ITU.

www.itu.int/osg/spu/publications/worldinformationsociety/2007/WISR07-summary.pdf

McPhail, T. L. (2009). Major theories following modernization. In T. L. McPhail (Ed.), *Development communication: Reframing the role of the media* (pp. 21–48). West Sussex: Wiley-Blackwell.

Supplementary Reading:

* King, K. (2002). Banking on knowledge: The new knowledge projects of the World Bank. *Compare: A Journal of Comparative Education* 32(3), 311–326.

* Stone, D., & Maxwell, S. (Eds.). (2005). *Global knowledge networks and international development: Bridges across boundaries*. Oxon and New York: Routledge, ODI and Center for Policy Studies.

Session 11 7 October Global Conferences: SIDS

The third SIDS conference, which took place in Samoa in 2014, is the most recent global dialogue highlighting the development needs of the Pacific SIDS. The Conference holds particular interest in that it produced not merely an “outcomes document” (the SAMOA Pathway), but 300 partnerships addressing such priority areas as Sustainable Economic Development, Climate Change & Disaster Risk management, Social Development in SIDS, Health and NCDs, Youth and Women, Sustainable Energy, Oceans, Seas and Biodiversity, Water and Sanitation, and Food Security and Waste Management. This session will review the evolution of global conference processes, using SIDS as a current example.

Required Reading:

Review the 3rd SIDS conference website at www.sids2014.org/index.php?menu=14

Session 12 14 October Final Session

The final session will review key concepts discussed during the course, and allow for consultation on progress with your research essay.

The following sources may be of interest:

Significant datasets

(UNDP, 2009) – Human Development Indicators, (World Bank, 2007) - Governance Matters, (Marshall et al., 2008) – Polity IV, (OECD, 2009) – Development Assistance.

VUW Library

- Library online resources - <http://library.victoria.ac.nz/library/resources/online.html>
- Recommended resources in Public Policy:
<http://library.victoria.ac.nz/library/resources/guides/publicpolicy.html#guidesection.1391>
- United Nations and Official Publications Collection:
<http://library.victoria.ac.nz/library/collections/unop.html>
- eBooks: <http://library.victoria.ac.nz/library/resources/guides/ebooks.html#guidesection.1446>

Development Agencies

- Asian Development Bank (ADB):
 - main site - www.adb.org
 - Public sector management and governance - www.adb.org/Governance
- World Bank:
 - main site - www.worldbank.org
 - document depository - <http://www-wds.worldbank.org>
 - governance - www.worldbank.org/en/topic/governance
- United Nations Development Programme (UNDP):
 - main site - www.undp.org
 - Human Development Reports - <http://hdr.undp.org>
 - Committee of Experts on Public Administration - www.unpan.org/cepa.asp
- UK Department for International Development (DfID): main site - www.dfid.gov.uk
- Governance and Social Development Resource Centre - www.gsdrc.org
- Organisation for Economic Cooperation and Development (Development Assistance Committee) (OECD (DAC)):
 - main site - www.oecd.org/dac
 - statistics - www.oecd.org/statistics

Round-ups of development news

- Atlas of Global Development <http://data.worldbank.org/products/atlas>
- Free Scholarly Resources
www.iss.nl/library/information_resources/free_scholarly_resources
- New Zealand Aid and Development Dialogues <http://nzadds.org.nz>
- <http://elibrary.worldbank.org>
- www.eastasiaforum.org

Other Organizations

- American Political Science Association – www.apsanet.org
- American Society for Public Administration – www.aspanet.org/public/
- Brooks World Poverty Institute www.bwpi.manchester.ac.uk
- Center for Digital Government - www.centerdigitalgov.com/index.php
- Centre for Global Development www.cgdev.org
- European Commission – <http://ec.europa.eu/europeaid>
- European Institute of Public Administration – www.eipa.nl/
- Chronic Poverty Research Centre www.chronicpoverty.org
- Development Network www.devnet.org.nz
- Development Policy Centre <http://devpolicy.anu.edu.au>
- Global Urban Research Centre www.sed.manchester.ac.uk/research/gurc
- Institute for Public Management, Vienna - www.wu.ac.at/pubmgt
- Institute of Governance and Policy Studies, VUW - <http://ips.ac.nz>
- Institute of Public Administration, Ireland - www.ipa.ie/
- Institute of Public Administration, NZ - www.ipanz.org.nz/MainMenu
- Institute of Public Administration Australia - www.ipaa.org.au
- Institute for Public Administration Canada - www.ipac.ca
- International Centre for Governance and Public Management <http://www3.carleton.ca/cgpm>
- International Institute of Social Studies www.iss.nl/library
- International Political Science Association – www.ipsa.org
- Korean Institute of Public Administration – www.kipa.re.kr/language/main.jsp
- Natural Resources Institute www.nri.org
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe
www.nispa.sk
- Organization for Economic Co-operation and Development www.oecd.org
- Overseas Development Institute www.odi.org.uk/
- Public Administration Network Theory - www.pattheory.org/
- Royal Institute of Public Administration - www.ripainternational.co.uk/Home
- United Nations Development Program www.undp.org
- United Nations Public Administration Network - www.unpan.org/
- The World Bank – <http://elibrary.worldbank.org>

Journals

- Asia and the Pacific Policy Studies
<https://asiaandthepacificpolicystudies.crawford.anu.edu.au/>
- Asian Journal of Political Science
- Cambridge Journal of Economics
- Comparative Political Studies - <http://cps.sagepub.com/content/28/1/117.short>
- Development and Change
- Development Policy Review
- Governance [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-0491](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-0491)

- International Journal of Development Issues
- International Review of Comparative Public Policy
- Journal of Administration & Governance http://joaag.com/Home_Page.php
- Journal of Comparative Policy Analysis – www.tandf.co.uk/journals/titles/13876988.asp
- Journal of Development Studies
- Journal of International Development
- Journal of Peasant Studies – www.tandfonline.com/loi/fjps20#
- JSTOR - www.jstor.org
- Pacific Economic Bulletin - http://peb.anu.edu.au/issues/search_issues.php
- Public Administration
- The Journal of the Institute of Economic Development
- Third World quarterly
- World Development

Assessment

The Assessment Handbook will apply to all VUW courses: see www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

This course has three items for assessment: one *policy brief* (30%), one *case study* (30%) and one *Research Essay* (40%).

| Assignment | Due date | Course Weight | CLO |
|----------------------------------|------------------------|----------------------|------------|
| Case Study – up to 2,000 words | Friday 21 August 2015 | 30% | 1 |
| Policy Brief – up to 2,500 words | Friday 16 October 2015 | 30% | 2 |
| Research Essay – 3,000 words | Friday 23 October 2015 | 40% | 3 |
| Total | | 100% | |

Please post your assignments to Blackboard, in **Word** format. I do not require printed copies of assignments. You should keep a copy of all submitted work. I will email you back your essay as an electronic document, with comments and an assessment.

Case Study

Task: Identify a specific policy challenge facing an institution (such as a parliament, a planning body, an audit body, or a central government agency), provide a succinct appraisal of the policy environment (actors, resources, objectives, scoping, programming, implementation, and evaluation); and assess outcomes of the development activity implemented to address it.

Format: Case Study

Marks: 30%

Due date: 5.00pm, Friday 21 August 2015

Topics: Your case study must focus on one of the following themes, as addressed by a particular institution or sector.

1. Climate change and human security
2. Infrastructure (e.g. ADB, World Bank)
3. Parliaments as partners in Development
4. Food Security (e.g., FAO)
5. Development Policy Coordination (The Paris Declaration on Aid Effectiveness)
6. Urbanization (e.g. UN Habitat)
7. Conflict and Post-Conflict reconstruction
8. Development Financing
9. Development Policy at Provincial and Local level
10. The role of Civil Society

IMPORTANT: You must consult with the Course Coordinator about your case study and gain approval for your specific question before commencing.

Policy Brief

Purpose: To develop a policy brief on the application of ICTs as a development tool.
Word length: 2,500 words
Marks: 30%
Due date: Friday 16 October 2015

Adequate information management is a crucial element of successful development policy and management. As development processes become more complex and information management more necessary, ICTs are playing an increasingly important role in the in every phase of policy – from agenda setting, networking and stake holder management, through to monitoring of implementation and evaluation and communication of results. Your purpose in the research project is to identify and analyse one instance in which ICTs are being used to facilitate information management in a development policy context.

You are asked to explore one instance from the following settings:

1. A Pacific Islands Country
2. A Southeast Asian Country
3. A Global Conference of the United Nations

In each case you are asked to assess:

1. What is the policy challenge?
2. Who are the key actors?
3. What ICT practices/processes have been implemented?
4. To what extent has the initiative been successful?

IMPORTANT: You must consult with me about your research project and gain approval before commencing.

Research Essay

- Purpose: Critical examination of academic literature on a significant problem of development policy and management.
- Format and length: up to 3,000 words, excluding footnotes. MLA format.
- Due Dates: Friday 11 September 2015 – topic approved by course coordinator
Friday 23 October 2015 – absolute deadline for submission

The purpose of a *research essay* is to identify one or more key questions about a topic which you feel need to be answered. The best essays do not merely write about a topic, but seek answers to pressing issues. In this way the essay is not merely informative, but *useful*.

As this course focuses on “*development policy and management*” your essay should focus on *policy and/or management* aspects of your topic in the field of development and management. If you write, for instance, about the condition of transport and communications in a country, you would concentrate on the policies / management structures and capabilities that are in place, the actors involved in policy development and implementation, and current appraisals concerning the policy’s effectiveness. In your conclusion, your essay should make a judgement about the key issues, and directly provide answers to the question/s that you have inquired about.

Your essay should draw on authoritative materials, including from academic sources, official courses, and media commentary. The best marks are given to essays that engage with intellectual debate on a topic, not simply presentation of the current factual situation. Your essay should be, in other words, go well beyond *description* to *analysis*.

Address one of the following topics:

1. Building integrity and accountability

A key challenge facing many developing countries is building integrity. This may be due to the presence of corruption in the public sector, clientelism and patronage in state and society alike, or weaknesses in the law, the legal system, codes of conduct, ethical frameworks, and civic strength and awareness. Select a particular context (e.g. a country, or in institution or agency) in which trust, accountability, and integrity are of particular concern and provide an analytic answer to these questions: what policy options have been developed and implemented to build integrity? To what extent have these succeeded and why? What further innovations are necessary?

2. Aid Coordination

Most developing countries receive development assistance from multiple donors and development partners – so much so that donors and recipients alike have expressed frustration at the framework for the delivery of aid. These have been addressed in such global agreements as the Millennium Development Goals Declaration of 2000 (esp. 7 and 8) and the Paris Declaration on Aid Effectiveness of 2005. There is an alternative view, too, that increasing aid merely builds dependency rather than self-reliance. Given this context in which development assistance is becoming an increasingly sophisticated sector but many countries are making little progress toward achievement of the MDGs, are current approaches to aid coordination and development assistance satisfactory? What are the major difficulties and what innovations are being suggested and explored?

3. Government and Governance

In the twentieth century the traditional approach to “government” that focused on the authority, roles, and capacity of the state, was joined by a notion of “governance” which

recognised the increasing importance of civil society and the private sector. In some cases development actors have begun bypassing state actors in their desire to reach and help “the people” through intermediaries such as civil society actors – also called “non-governmental organizations”. Select a particular context (e.g. a country, or in institution or agency) in which new understandings of “governance” have changed patterns development policy and implementation? Does a shift to “governance” strengthen or weaken the role of the state? Can development policies increase their effectiveness by directly addressing “the people” rather than the state and its institutions? Does use of the “governance” framework produce diminish the role of the state or merely refine it?

4. Public Sector Improvement

Development goals can only be achieved where governments are able to manage efficiently, and effectively. The challenge for many developing countries is to build public sector capability, whether through domestic reform, or with development assistance from overseas agencies. Select a specific country, institution or agency, and analyse the initiatives that have been put in place toward public sector improvement (toward that country’s specific and stated development objectives).

5. Intergovernmental relations

Policy is implemented at several levels of government: from local, to regional, to national, and beyond. Yet the success of development programs is often determined by the quality of intergovernmental relations that are in place. Whereas modern constitutionalism relied on strict definition of functions at local and national levels to determine roles and responsibilities, an alternative approach suggested by “multi-level governance” proposes that more effective outcomes can result from flexibly constructed networks which exist where and when required: to what extent does such a pattern of administrative authority respond to the need for responsive and responsible government?

6. Policy Leadership

Development policy and management is not self-actualising but depends on effective leadership. Poor leadership can result in policy failure. What leadership styles are most appropriate to a development context, and to what extent do governments, development partners, and societies in general, focus on leadership qualities and practise as key elements in the effective implementation of development agendas?

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.

| <i>Pass/Fail</i> | <i>Grade</i> | <i>Normal range</i> | <i>Indicative characterisation</i> |
|------------------|--------------|--|---|
| 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 |
| Fail | C- | 50% - 54% | Adequate evidence of learning |
| | D | 40% - 49% | Poor performance overall; some evidence of learning |
| | E | 0 - 39% | Well below the standard required |
| Fail | 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 | |
| | 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.

Any student who is concerned that they have been (or might be) unable to meet any of the MCRs because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

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 .

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.
