

School of Government

GOVT 524
POLICY WORKSHOP
(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 6 July – Monday 2 November 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 17 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 modular format.

Module One:	Thursday 9 July 2015	9.00am – 5.00pm
Module Two:	Thursday 27 August 2015	9.00am – 5.00pm
Module Three:	Thursday 22 October 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 .

Attendance is required at all teaching days

Course Delivery

This course is delivered in a modular format over three days of 6 hours contact time each (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by 6 hours between module meetings, as detailed in the note on group work below.

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 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.

Group Work

All work is individually assessed, except for an oral presentation in Module 3. Your work with your presentation group constitutes part of the additional six hours of 'contact time' to supplement the 9 to 5 module days. In addition, throughout the course, you will substitute some nominally individual study time to work closely with others in the class in your groups of 3 or 4. You will 'meet' others in various ways (face-to-face, online, or via skype or conference call) to share, discuss and compare your individual assignment work, and prepare for oral reports in Module 3.

Expected Workload

The learning objectives set for each course are demanding and to achieve them, you 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 (and group-work) time.

Prescription

Integrating theories and practices to produce in-depth studies of selected policy issues with a focus on the design and evaluation of alternative policy options

Course Learning Objectives

1. Apply selected theories, frameworks and methods to define and describe a public policy issue;
2. Draw on previous policy experiences (in other sectors or jurisdictions) as sources of adaptive learning and policy transfer for a new policy issue;
3. Fully scope a plan for policy analysis;
4. Effectively present policy analysis and advice on a contemporary policy issue orally and in writing.

Readings

Required and further readings indicated in the course contents sections 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, 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.

GOVT 524 is relatively light on new assigned readings, but you will need to identify and draw on additional relevant reading materials to undertake and complete assessment items. You will continue to use some readings from all three other Public Policy core courses (GOVT 521, 522, and 523). In particular, the following may be useful:

- Australia Public Service Commission (APSC). (2007). Tackling wicked problems: A public policy perspective.
www.apsc.gov.au/_data/assets/pdf_file/0005/6386/wickedproblems.pdf
- Banks, G. (2009). Evidence-based policy-making: What is it? How do we get it? Australian Government Productivity Commission, delivered as the ANZSOG/ANU Public Lecture Series, Canberra, Feb 4.
www.pc.gov.au/news-media/speeches/cs20090204/20090204-evidence-based-policy.pdf
- * Barzelay, M. (2007). Learning from second-hand experience: Methodology for extrapolation-oriented case research. *Governance*, 20(3), 521–543.
- Birkland, T. (2006). Policy design and policy tools. An introduction to the policy process: Theories, concepts, and models of public policy making. (pp. 174–186). New York: M. E. Sharpe.
- Dunn, W. N. (2008). *Policy analysis: An introduction* (4th Ed.). Upper Saddle River, NJ: Pearson Education.
- Gupta, D. K. (2011). *Analyzing public policy: Concepts, tools, and techniques* (2nd ed.). Washington DC: CQ Press.
- Mukherjee, C., & Wuyts, M. (2007). Thinking with quantitative data. In A. Thomas & G. Mohan (Eds.). *Research skills for policy and development: How to find out fast* (pp. 231–253). London: Sage
- New Zealand Treasury. (2015). *Guide to social cost benefit analysis*. Author: www.treasury.govt.nz/publications/guidance/planning/costbenefitanalysis/draftguide/costbenefitanalysis-guide-draft-march15.pdf
- Mayer, I., van Daalen, C. E., & Bots, P. (2004). Perspectives on policy analyses: A framework for understanding and design. *Journal of Technology, Policy and Management*, 4(2), 169–191.
- Michie, S., van Stralen, M. M., & West, R. et al. (2011). The behavioural change wheel: A new method for characterizing and designing behavioural change interventions. *Implementation Science* 6(42), 1–11. www.implementationscience.com/content/6/1/42
- Peterson, A. C., Janssen, P. H. M., van der Sluijs, J. P., Risbey, J. S., Ravetz, J. R., Wardekker, J. A., & Hughes, H. M. (2013). *Guidance for uncertainty assessment and communication* (2nd ed). The Hague: PBL Netherlands Environmental Assessment Agency.
www.pbl.nl/sites/default/files/cms/publicaties/PBL_2013_Guidance-for-uncertainty-assessment-and-communication_712.pdf
- Rose, R. (2002) *Ten steps in learning lessons from abroad*, EUI Working Papers 2002/5.
http://cadmus.eui.eu/bitstream/handle/1814/1763/RSCAS_2002_05b.pdf?sequence=1
- Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice*. Sydney: University of New South Wales Press.
- UK Department for Communities and Local Government. (2009). *Multi-criteria analysis: A manual*. www.communities.gov.uk/documents/corporate/pdf/1132618.pdf
- * van Thiel, S. (2014). *Research methods in public administration and public management: An introduction*. London and New York: Routledge.

- Vedung, E. (1998). Policy instruments: Typologies and instruments. In M. L. Belemans-Videc, C. L. Rist, & E. Vedung (Eds.), *Carrots, sticks and sermons: Policy instruments and their evaluation* (pp. 21–55), Eds. New Brunswick, NJ: Transaction Publishers.
- Weimer, D., & Vining, A. (2004). *Policy analysis: Concepts and practice*. Upper Saddle River: Prentice-Hall.

During the course, we will also develop a shared bibliography as a resource on Blackboard focused on the cases, as well as additional relevant analysis materials.

Course Content

Pre- or co-requisites

This course has three pre/co-requisites: GOVT 521, 522 and 523. *However, waivers may be available in the period of transition to the statute that came into effect in 2015.*

Learning with others

This course operates with a model different from what you might have experienced. Throughout the course, each of you will prepare an analysis of a policy issue/challenge/opportunity that you will develop from a broad (assigned) topic arena. You will be divided into working groups on the basis of the subset of the topic you are working on in order to enhance peer-to-peer learning. You will also be mentored by staff to help ensure your own work develops as effectively as possible.

The cases

The theme for 2015 is *policies for cities*. Within this broad area, we have narrowed somewhat to three types of ‘strategies’:

- Natural or cultural environmental strategies (sample policies could address sustainable tourism; amenities for visitors; arts and music);
- Strategies for optimising economic performance (sample policies could address innovation initiatives; aspects of infrastructure; regional and national government relationships);
- Strategies for ‘compact cities’ (sample policies could address affordable housing; neighbourhood development; connections between city centre and periphery).

You will be able to choose an individual case within these areas (depending on class interest, the themes may be adapted, dropped, etc.). To further assist with collaborative learning, the ‘target city’ in question is Wellington as it is in 2015. We ask you to choose a policy initiative that is not actually in place in Wellington: it might be a proposal under consideration, or a policy in place elsewhere but not in Wellington, where a plausible case can be made to consider it for Wellington. Individuals will then be formed into groups with similar topics.

To get you started, you can have a look at Wellington City’s current selection of ‘8 big ideas’:

Wellington City Council (2015). *8 big ideas: An economic growth agenda for the city*.
<http://wellington.govt.nz/~media/your-council/structure-and-vision/files/big-ideas/8-big-ideas.pdf>

There are two conferences in July this year. The programmes direct you to a wide range of thinking (and the people and places with new thinking) about 'liveable' cities, which is something of a current umbrella term:

8th Making Cities Liveable conference: <http://healthycities.com.au/>

International Making Cities Liveable conference: www.livablecities.org/conferences/52nd-conference-bristol

The OECD has published on their compact cities work:

Compact city policies: A comparative assessment: www.oecd.org/greengrowth/greening-cities-regions/compact-city.htm

Clearly, within the scope of a 15-point course, it is not possible to actually carry out a comprehensive and realistic analysis of your case. Nor is your analysis expected to result in a single best solution. Even so, as you work on various aspects of the analysis, we would like you to engage with 'reality' at a suitably fine-grained and focused level of detail, including by working with relevant data and information; just writing about the matter at a high level will not be sufficient.

However, you are strictly limited to using materials in the public domain. In particular, you MUST NOT consult with staff of Wellington City Council, or other policy stakeholders.

Content and applied practice units

In addition to the extended case work, during the course you will add to your knowledge and skills in policy analysis through content units that build on topics introduced elsewhere in the curriculum. You will have opportunities to try out applications and to demonstrate a capacity to extract relevant insights (in the classroom or in your assignments). These units offer opportunities to consider added dimensions of the main elements of policy analyses and to consolidate and deepen public policy learning. You will also need to prepare outside of class for making an effective oral presentation (using material available through Blackboard as well as practice with members of the class).

Content and Readings in Detail

Module 1: Thursday 9 July 2015

1. Introduction to the course, workshop setting, portfolio development (Amanda Wolf)

A presentation on 'policies for cities' available via Blackboard, should be viewed prior to the first module.

Recommended readings (browse):

Fayman, S., Keresztély, K., Meyer, P., Walsh, K., Pascual, J., Borja, F., Horelli, L., & Kukkonen, H. (2011). Good policies and practices to tackle urban challenges. Paris: ACT (for European Commission (Directorate General for Regional Policy)).

http://ec.europa.eu/regional_policy/sources/docgener/studies/pdf/citiesoftomorrow/citiesoftomorrow_case.pdf

Turner, K. (for Maytree Foundation). (2012). Good ideas from successful cities: Municipal leadership on immigrant integration. Toronto: Maytree.

http://citiesofmigration.ca/wp-content/uploads/2012/03/Municipal_Report_Main_Report2.pdf

2. Structuring ‘wicked’ problems (*Valentina Dinica*)

This session explores challenges to the definition of policy problems by reflecting on various types and dimensions of problem ‘wickedness’. Based on this, it reviews a number of approaches practitioners may adopt to engage in problem structuring in order to be able to proceed with designing (iterative) policy-making processes.

Required readings:

- * Dovers, S. R. (1996). Sustainability: Demands on policy. *Journal of Public Policy*, 16(3), 303–318.
- Guess, G. M., & Farnham, P. G. (2000). *Cases in policy analysis* (pp. 22–64). Washington, DC: Georgetown University Press.
- * Levin, K., Cashore, B., Bernstein, S., & Auld, G. (2012). Overcoming the tragedy of super wicked problems: Constraining our future selves to ameliorate global climate change. *Policy Sciences* 45, 123–152

3. Situation analysis (*Amanda Wolf*)

This session offers a review of the ‘up-front’ scoping analysis needed to focus an analysis of possible policy options. It introduces new material on ‘place-based’ policy, stakeholders and their disagreements and the main ‘dimensions’ of a policy situation.

Required readings:

- * Bentley, G., & Pugalis, L. (2014). Shifting paradigms: People-centred models, active regional development, space-blind policies and place-based approaches. *Local Economy*, 29(4–5), 283–294.
- * Bryson, J. M. (2004). What to do when stakeholders matter. *Public Management Review*, 6(1), 21–53. DOI: 10.1080/14719030410001675722
- * Robert, C., & Zeckhauser, R. (2011). The methodology of normative policy analysis. *Journal of Policy Analysis and Management*, 30(3), 613–643.
- Schelling, T. (revised by Wolf, A). (2015). *The Harvard 15 questions*. Unpublished.

Recommended reading:

- * Reed, M. S., Graves, A., Dandy, N., Posthumus, H., Hubacek, K., Morris, J., Prell, C., Quinn, C. H., & Stringer, I. C. (2009). Who’s in and why? A typology of stakeholder analysis methods for natural resource management. *Journal of Environmental Management*, 90, 1933–1949.

4. Demographic analysis for policy and planning (*Jaiki Desai*)

Understanding the structure and composition of a population, and the dynamics of population change is essential to any policy and planning exercise. This session introduces students to the concepts and methods of demographic analysis, and focusses on their application to the central theme of the course.

Required readings:

- Select sections from Population Analysis for Planners online course (Measure project)
<https://training.measureevaluation.org/non-certificate-courses/pap>

5. Working with Māori? An emphasis on ‘with’ and a query about ‘who’ (Guest presenter: Te Aroha Hohaia, Ngāruahine, Taranaki, Te Atiawa)

This interactive session explores what having a working understanding of that word ‘with’ could look like when developing, implementing and evaluating public policy. We will also look at what is meant by ‘Māori’ and query whether public policy practice needs to knuckle down to working with tangata whenua, mana whenua and mana taketake.

Recommended readings:

- Harris, A. (2004). *Hīkoi: Forty years of Māori protest*. Wellington: Huia Publishers.
- Riseborough, H. (2001). Te Pāhuatanga o Parihaka. In T. M. Hohaia, G. O’Brien, & L. Strongman (Eds.), *Parihaka: The Art of Passive Resistance* (pp. 19–43). Wellington: Victoria University Press.
- Shadbolt, M. (1992). *Monday’s warriors*. Boston: David R Godine, Publisher.

Module 2: Thursday 27 August 2015

1. Implementation in context (*Amanda Wolf*)

This session builds on the situation analysis session in Module 1 by reviewing the ‘up-front’ thinking that focuses on ensuring a robust analysis of possible policy solutions. It focuses on ‘ex-ante’ thinking about what might go wrong in policy implementation, especially that arising from oversights in the ‘transfer’ of policy learning from source to target.

Required readings:

- * Lee, Y.-S., & Hwang, E.-J. (2012). Global urban frontiers through policy transfer? Unpacking Seoul’s creative city programmes. *Urban Studies*, 49(13), 2817–2837.
- * McConnell, A. (2015). What is policy failure? A primer to help navigate the maze. *Public Policy and Administration*, first published on February 4, 2015 as doi:10.1177/0952076714565416

Recommended readings:

- * Kearns, A., & Lawson, L. (2008). Housing stock transfer in Glasgow—the first five years: A study of policy implementation, *Housing Studies*, 23(6), 857–878. DOI: 10.1080/02673030802416635

Successful implementation of policy initiatives. (2014). Canberra: Australian National Audit Office:

www.anao.gov.au/Publications/Better-Practice-Guides/2014-2015/Successful-Implementation-of-Policy-Initiatives

Two issues of *Policy Studies* (30[3] and 33[6]) are special issues on policy transfer.

2. Analysis for cities (*Claudia Scott*)

This session picks up on ideas from the introduction to cities policy (on Blackboard; see also pre-reading for Module 1). Having reflected in between modules and through work on the first assignment on what might be distinctive in analysing policies for cities due to their spatial boundaries and other characteristics, this session elaborates on the challenges of policy integration, and key principles, values, and criteria that bear extra care in designing policies for cities.

Required readings:

- * Ravetz, J. (2000). Integrated assessment for sustainability appraisal in cities and regions, *Environmental Impact Assessment Review*, 20(1), 31–64.

3. Tailoring options analysis (*Claudia Scott*)

The fundamental approach to options analysis is the outcomes matrix. In this session, we review the matrix and look in detail at designing options and aligning criteria to meet the specific goals and desired outcomes—shaping the options and criteria to the presenting context while looking ahead to facilitate options projection.

Required readings:

- Gupta, D. (2011). *Analyzing public policy: Concepts, tools and techniques* (chapter on ‘Projection techniques when history is inadequate’). Washington: CQ Press.
- Congressional Budget Office. (2013). *The army’s ground combat vehicle program and alternatives*. Washington, DC: Author. www.cbo.gov/sites/default/files/44044-GCV.pdf
- Scott, C., & Baehler, K. (2010). *Adding value to policy analysis and advice* (pp. 139–188). Sydney: University of New South Wales Press.
- Bardach, E. (1995). *Policy analysis: A handbook for practice*. Electronic Hallway (skim with attention to selecting options and criteria).
- Ministry for the Environment. (2011). *Professionalising policy: Cost opportunity benefit risk analysis: The COBRA policy guide*: (skim with a focus on options analysis and criteria)

4. Quantitative analysis in policies for cities (*Jaiki Desai*)

This section builds on the demographic analysis section in Module 1, by examining the relationship between the demographics of a city/region and the economic, social, and environmental aspects that are of policy interest, and amenable to quantitative analysis. We will use the socio-demographic profile analysis work done for Wellington by the National Institute of Demographic and Economic Analysis (NIDEA) to illustrate relevant concepts and methods.

Required readings:

- Jackson, N. (2012). Greater Wellington – Socio-demographic profile 1986–2031. *New Zealand Regional Demographic Profiles 1986–2031* (No. 6). University of Waikato: National Institute of Demographic and Economic Analysis.
- www.wrs.govt.nz/assets/WRS/Publications/Greater-Wellington-Socio-Demographic-Profile-1986-2031-Professor-Natalie-Jackson-2012.pdf

Module 3: Thursday 22 October 2015

1. Facilitation (*Valentina Dinica*)

This session introduces various styles and tasks of facilitation that policy analysts may engage in during participatory policy-making processes. Short policy simulations will also enable participants to identify and reflect on this, in the context of specific types of policy challenges.

Required readings:

- Bingham, G. (nd). *What is consensus-building and why is it important for resource management*. Occasional paper. Washington, DC: Resolve.
- Coombs, D. for Vitae (2008). *Guide to facilitation*. Cambridge, UK: The Careers Research and Advisory Centre.

O’Leary, R., & Bingham, L. B. (2007). *A manager’s guide to resolving conflicts in collaborative networks*. Washington: IBM Center for the Business of Government.
www.quebec.ca/observgo/fichiers/42245_Guideconflits.pdf

2. Oral presentations and discussion (*All; Guest observers*)

3. Wrap-up (*Claudia Scott and Amanda Wolf*)

Assessment

The Assessment Handbook will apply 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 using the supplied cover sheet/rubrics. DO NOT SUBMIT PDFs.

You should keep a copy of all submitted work.

Overview of Assessed Work

Assessment Items Overview	Due Date	Length	%	CLOs
1 Situation analysis	Monday 17 August 2015	2,000 words	25	1
2 Policy option analysis	Monday 28 September 2015	2,000 words	25	2, 3
3 Oral presentation	Thursday 22 October 2015 (at Module 3)	Depends on group size	15	4
4 Final portfolio	Monday 2 November 2015	3,000 words	35	1, 2, 3, 4

Assessment Detail

Note: Marking rubrics and detailed instructions will be provided in advance of assignment due dates.

Your assessed work in this class simulates aspects of a ‘real’ policy analysis and recommendation. However, you will need to make various assumptions to simplify and keep the exercise manageable. You can think of the various aspects coming together as a ‘work in progress’. The first and second assignments (situation analysis and option analysis) will be partly revised for your final report portfolio. Much of the learning you actually do will be ‘behind the scenes’, as you learn about your case and how others have approached the issues, and work on developing your analysis. You will read some of the work of your classmates and discuss issues with them (online and through other means). You will make careful selections of the necessary material to present in your written work, and work together in your assigned teams to present an oral report.

1. Situation analysis

CLO 1: Apply selected theories, frameworks and methods to a public policy issue.

To prepare for this assignment, with advice from one of the course teachers, you will need to select an initial policy focus within one of the themes. You cannot choose the same as someone else in the class. Then using theories and methods as appropriate, you will provide a succinct analysis of the policy challenge or opportunity, including specific details of the assigned time and place (that is, Wellington, 2015) as appropriate.

Your situation analysis will include a definition or structuring of a policy ‘problem’, an assessment of relevant prevailing conditions, such as political context and key stakeholders’ views and disagreements on the issues.

From your analysis, you should make an initial selection of some criteria which you will use as the analysis progresses.

Your analysis should include some data and references to other materials (reports, academic writing, methods texts, etc.) as needed to support your claims.

2. Policy option analysis

CLO 2: Draw on previous policy experiences (in other sectors or jurisdictions) as sources of adaptive learning and policy transfer for a new policy issue.

CLO 3: Fully scope a plan for policy analysis.

Using methods of learning from the experiences of others/policy transfer, you will apply a systematic analysis of a *source* case to the *target* (Wellington) case. The Wellington case will be as you’ve set out in assignment 1, but you are allowed to ‘improve’ on your initial situation (as needed). You may use the methods of Rose or Barzelay, or you may combine, adjust and adapt as you require, with clear justification, or you may use another approach, as negotiated with the course coordinator. Select a *source* case from which you will seek to draw lessons, and follow, as carefully as the constraints of the course allow, an application of your method.

From your analysis identify ONE option to take forward in the remaining assignments. With respect to this option, identify and briefly justify the methods that could be best used to estimate outcomes (and the criteria that these estimates would address).

3. Oral presentation (group assessed)

CLO 4: Effectively present policy analysis and advice on a contemporary policy issue orally and in writing.

During the third module each theme-organised group will report on their analyses. You should use visual aids (power-point or handouts). The emphasis is on effective oral communication, including answering questions. Each of you will be required to have a substantial role in the presentation. The audience will include some invited guests.

Time is allowed for reflective conversation to draw out the learning between and within the cases and to use the ‘workshop’ experience as a reflection on the differences between these cases and ‘real life’.

4. Final portfolio

All CLOs.

Because these are ‘workshop’ analyses, they cannot be truly comprehensive, and so we cannot ask for a complete analysis. Instead, we ask that for this final assessment, you bring together in a sensibly organised whole, several parts that would be found in a complete analysis, along with some reflective commentary.

Your portfolio is likely to include:

- a. A detailed report on the analysis of your selected option, including a conceptual discussion of the main criteria that are most salient for the option and indicative forecasting using at least two methods
- b. A discussion of the relative strengths and limitations of your analysis and the reasons for them, covering (as appropriate) your problem framing, option and criteria selection
- c. Commentary related to gaps in your report (that is, some aspects of analysis that you would consider essential in a ‘real’ analysis).
- d. Critical commentary/reflections on what you have learned by comparing your work and your selected policy with that of others in the class

Some parts of this portfolio-style report can be reworked from the earlier assignments. The list of inclusions and any additional instructions will be finalised by 1 September 2015.

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.
