TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

VICTORIA
UNIVERSITY OF WELLINGTON

School of Government

PUBL 310
Innovation in public policy

Trimester 1, 2016

COURSE OUTLINE

Names and Contact Details

Course Coordinator: **Associate Professor Karl Lofgren**
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Prescription

This course explores modern theoretical thinking on policy and collaborative governance arrangements. Students extend their policy skills by learning how to examine the relationships between policy design, participatory policy processes and institutions. Best practices worldwide are illustrated forcomplex policy challenges facing 21st century societies.

Course Learning Objectives

1	Analyse complex, multi-jurisdictional policy challenges and identify opportunities for policy entrepreneurship and leadership.
2	Compare and contrast contemporary frameworks of governance and policy processes to determine their suitability for tackling complex problems
3	Design effective strategies for the facilitation of collaborative policy processes and management of conflict resolution in policy settings
4	Select analytical strategies and options in light of uncertainty and complexity, by developing innovative policy arrangements and mechanisms of good governance.
5	Demonstrate skills in oral and written communication tailored for a variety of audiences.

Trimester Dates

Teaching Period: Monday 29th February – Friday 3rd June
Study Period: Monday 6th June – Thursday 9th June
Examination Period: Friday 10th June – Wednesday 29th June (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 11th March 2016.

2. The standard last date for withdrawal from this course is Friday 13th May 2016 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 online.

Names and Contact Details

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Email: Karl.Lofgren@vuw.ac.nz
Please contact me during normal officer hours (9am-5pm). E-mail is the preferred method of communication.

Class Times and Room Numbers

Wednesday 2.40-4.30pm, GB LT1, Pipitea campus

Tutorials

10:30 – 11:20 Thursday   RWW125
11:30 – 12:20 Thursday   RWW223
09:30 – 10:20 Friday   RWW313
10:30 – 11:20 Friday   RWW125

Please enrol in a tutorial group

To enrol in your desired tutorial group, you will need to log onto Myallocator. The PUBL310 signup will open at 10:00am 02 March and close at 4:00pm on 04 March. Tutorials will begin during the week of *Monday 7 March*. If you have any serious problems selecting a tutorial group, please contact the Course Co-ordinator.

Final Examination: The exam date will be announced around the first week in May

<u>**Course Delivery**</u>

2 March

1. **Introduction: Policy design, agenda-setting and policy entrepreneurs (Karl Lofgren)**

    How do we understand policy? How does decisions end up on the decision-agenda? Who are involved, what are the options, and what is driving the process?

Readings:
Zahariadis, N. (2007) The Multiple Streams Framework: Structure, Limitations, Prospects." In Theories of the Policy, Process, ed. Paul Sabatier. Boulder, CO: Westview Press, 65–92.

Vedung, E., 1998. Policy instruments: typologies and theories. In: Bemelmans-Videc, M., Rist, R.C., Vedung, E. (Eds.), *Carrots, Sticks & Sermons: Policy Instruments & Their Evaluation.* Transaction Publishers, New Brunswick, NJ, Chapter 1.

Howlett, M. (2011) Designing Public Policies: Principles and Instruments, (Abingdon: Routledge). pp. 29-59.

Mintrom, M., & Norman, P. (2009). Policy entrepreneurship and policy change. *Policy Studies Journal, 37*(4), 649–667.

9 March

2. **Policy and governance and briefing memo (Karl Lofgren)**

    What is governance, and how does it differ from government? Is it something new? What are the challenges? Presentation of the first assignment.

Readings:
Head, B. and Alford, J. (2015) Wicked problems: Implications for public policy and management, *Administration & Society*, 47(6) 711–739.

Shaw, R., & Eichbaum, C. (2011) *Public Policy in New Zealand: Institutions, Processes and Outcomes,* Auckland: Pearson, 2011, 3rd ed. Chapter 16.

Osborne, S. (2006) New Public Governance, *Public Management Review* 8(3), pp. 377-387.

Chhotray, V. and Stoker, S. (2009) *Governance Theory and Practice: A Cross-Disciplinary Approach*, (Basingstoke: Macmillan). pp. 16-52.

16 March

3. **Policy innovation (Barbara Allen)**

    What do we understand by innovations in public sector? What is driving innovation processes? How do we measure innovation?

Readings:
Hartley, J (2013) Public and private features of innovation, in Osborne, S. & Brown, L. (eds) *Handbook of Innovation in Public Services* (Cheltenham: Edward Elgar), pp. 44-59.

Osborne, S. & Brown, L. (2005) Managing change and innovation in public and service organisations, (Abingdon: Routledge), pp. 115-168.

Pollitt, C. (2011) Innovation in the public sector: an introductory overview, in Bekkers, V., Edelenbos, J. and Steijn, B. (eds.) *Innovation in the public sector: linking capacity and leadership*, Basingstoke, Palgrave/Macmillan, pp. 35-43.

Kattel, R., Cepilovs, A., Drechsler, W., Kalvet, T., Lember, T. and Tõnurist, P. (2014) *Can we measure public sector innovation? A literature review.* LIPSE Working papers (no. 2). Rotterdam: Erasmus University Rotterdam [online].

23 March

   4. **Collaborative policy-making/co-production (Barbara Allen)**
       How can citizens become involved in policy-making? Do we want the citizens to be involved? How do we appraise citizen's involvement?

Readings:
Pestoff, V. (2013) Co-production and third sector social service in Europe: some crucial conceptual issues, In Pestoff, V, Brandsen, V.m and Verschuere, B. (eds) *New public governance, the third sector and co-production*. Routledge series of Critical management studies (London: Routledge). [E-book in the library]

Lemos, M.C. & Morehouse, B. (2005) The co-production of science and policy in integrated climate assessments, *Global environmental change*, 15, pp. 57-68.

Agger, A. & Löfgren, K. (2008) 'Democratic Assessment of Collaborative Planning', *Planning Theory*. (7)2. Sage Publ. pp. 145-164.

6 April

   5. **Technology in policy-making (Karl Lofgren)**
       How can new information- and communication technology be utilised to the policy process? What are the dangers of data sharing and big data?
Readings:
Ferro, E., Loukis, E.N., Charalabidis, Y., Osella, M. (2013) Policy making 2.0: From theory to practice, *Government Information Quarterly*, 30(4): 359-368.

Boyd, D. & Crawford, K. (2012) Critical Questions for Big Data. *Information, Communication & Society*, 15 (5): 662-679.

Lips, M., Rose, O. N., & **Eppel, E.** (2011) Cross-agency collaboration in New Zealand: An empirical study of information sharing practices, barriers and enablers in managing for shared social outcomes. *International Journal of Public Administration, 34,* 255–266.

6. **Policy and knowledge (Verna Smith)**

   What is evidence based policymaking? What does it tell us? Matching types of evidence to types of policy problems Implementing evidence-based practice: A case study. The Quality and Outcomes Framework for general practice in England.

Readings:
Banks, G. (2009). Evidence-based policy-making: What is it? How do we get it? ANZSOG/ANU Public Lecture Series, 2009, Canberra, Feb 4.

Kay, A. (2011). Evidence-based policy-making: The elusive search for rational public administration. *The Australian Journal of Public Administration, 70*(3), 236–245.

Office of the Prime Minister's Science Advisory Committee (2013). The role of evidence in policy formation and implementation: A report from the Prime Minister's Chief Science Officer. Auckland.

Gillam, S and Siriwardena, A.N, The Quality and Outcomes Framework (2011) Radcliffe Publishing, Oxford. Chapter 2

20 April

7. **Transnational governance: global governance and regulation, policy transfer and normative power. (Karl Lofgren)**

   How sovereign is New Zealand in terms of policy decisions? To what extent, and how, do modern states need to comply with transnational organisations? How do we learn from overseas jurisdictions?

Readings:
Manners, I (2002) Normative Power Europe: a contradiction in terms?, *Journal of Common Market Studies*, 40(2): 235-58.

Rose, R. (2002) *Ten Steps in Learning Lessons from Abroad*, EUI Working Papers 2002/5.

Fawrett, P. & Marsh, D. (2012) Policy Transfer and Policy Success: The Case of the Gateway Review Process (2001-2010), *Government and Opposition*, 47(2), 162-185.

Löfgren, K. & Lynggaard, K. (2015). Assessing the EU's Transatlantic Regulatory Powers Using the Choice of Policy Instruments as Measurement of Preference Attainment, *International Journal of Public Administration*. 38(12): 915-925.

4 May

8. **Collaborative governance/Policy report (Karl Lofgren)**

   How does collaborative, or participatory governance, actually fold out in practice? What lessons have been made in existing practice? Presentation of the assignment for a written policy report.

Readings:
Ansell Chris & Alison, G. (2008) Collaborative governance in theory and practice,. *Journal of Public Administration Research and Theory*, 18:543-71.

O'Leary, R. (2014) *Collaborative Governance in New Zealand: Important Choices Ahead*, Working paper/report, Ian Axford (New Zealand) Fellowships in Public Policy [online version]

11 May

9. **Using public values to create public value (Michael Macaulay)**

   What is public values? How can we use behavioural economics to make policy more successful?

Readings:
Neatu, A.M. (2015) The use of behavioural economics in promoting public policy, Theoretical and applied economics, 22(2):255-264.

Van der Wal, Z. (2016) Public Values Research in the 21st Century: Where We Are, Where We Haven't Been, and Where We Should Go. International *Journal of Public Administration*. 39(1):1-5.

Hartley, J., J. Alford, O. Hughes, and S. Yates. (2015) Public value and political astuteness in the work of public managers: the art of the possible. Public Administration, 93(1): 195-211.

18 May

10. **Group presentations (Karl Lofgren)**

25 May

11. **An empirical example of conflict resolution: restorative justice (Chris Marshall)**

Readings:

Marshall, C. (2014), "Restoring What? The Practice, Promise and Perils of Restorative Justice in New Zealand", *Policy Quarterly* 10/2 (May 2014), 3-11.

Marshall, C. (2007), "Religious Violence, Terrorism and Restorative Justice", in Daniel van Ness and Gerry Johnston (eds.), *Handbook on Restorative Justice* (Uffculme Cullompton, Devon: Willan Publishers), 372-394.

Zehr, H. (2007), *The Little Book of Restorative Justice.* Little Books on Justice and Peacemaking (Intercourse PA.: Good Books).

12. Group presentations (Karl Lofgren)

Due to new instructions regarding copyright rules, we are no longer allowed to post any electronic full versions of copyrighted material on Blackboard. Academic articles should be downloaded through the library website. However, book chapters and other material not available through the library will still be posted on Blackboard.

Mandatory Course Requirements

To pass this course, students must submit or participate in all pieces of assessment of this course.

Expected Workload

The contact hours comprise 24 hours of lectures plus 12 hours of tutorials over 12 weeks. The estimated work load for the individual student is 200 hours.

Assessment
The Assessment Handbook will apply to all VUW courses: see:

http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf.

Assessment items and workload per item	%	CLO(s)
Take-home test (2,000 words)	20%	1, 2
2,000 word Briefing Memo	30%	1, 2, 4, 5
3,000 word Policy report	40%	1, 3, 4, 5
Group presentation	10%	1, 3, 4, 5

1.   Take-home test.

This assignment is designed to assess the student's critical understanding of concepts, theories and models of innovative policy-making. On the basis of a number of open questions the student is required to write approximately 2,000 words.

Date for submission: 22 April 2016, 5pm.

2. **Briefing-memo.**

The task of this individual assignment is to compose a 2,000 word (maximum) briefing-memo to a Cabinet minister. A briefing memo is a short paper that succinctly and effectively informs a decision-maker about an issue. A useful briefing note distils often complex information into a short, well-structured document. Further instructions to this assignment will be presented at the lecture on the 16 March (and the subsequent tutorial that week).

Date for submission: 16 May 2016, 5pm.

3. **Policy report.**

This final assignment is meant to assess the student's ability to individually apply theories, concepts and models of innovation public policy in an actual policy analytical situation and communicate it in written form to a relevant audience. The assignment is coupled to the group presentation (see below), but is an individual written exercise. On the basis of the work of the group, each student is requested to compose a 3,000 word report on a selected policy problem. The assignment should include a presentation of the problem, a review of evidence, a list of arguments and suggestions to action.

Date for submission: 20 June 2016, 5pm.

4. **Group presentation.**

This assignment is designed to assess the student's ability to collectively make an oral presentation of a policy problem before a relevant audience. Each group is expected to deliver a 10-15 minutes presentation of a selected policy problem, some of the evidence, and a list of suggestions to policy.

Date for presentations: 18 May and 1 June 2016.

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%.

Group Work

The group presentation is mandatory, and active participation is a requirement for passing the course. The presentation will be assessed collectively (10%), i.e. each group will be given a grade. The expected work-load for meetings and preparation outside of the class-room is 15 hours.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine http://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 submitted to Turnitin. A copy of submitted materials will be retained 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.

Student feedback

Not available this year (new course).

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made available to VUWSA, the course coordinator and the class. The class representative provides a communication channel to liaise with the course coordinator on behalf of students.

Communication of Additional Information

Additional information will be conveyed to students via email and Blackboard. The Course Coordinator is available to students by email, telephone and to meet by appointment.

NOTE: Information emailed to you via Blackboard can only be sent to your @myvuw.ac.nz email address (the free email address created for you when you enrol and accessed via the myVictoria student web portal). If you want to receive these emails at your preferred email address (e.g. your home or work email address), it is **essential** that you activate your @myvuw.ac.nz email address before the start of the course and you modify the settings so all emails sent to it are automatically forwarded to your preferred email address. Please go to www.victoria.ac.nz/its/student-services/FAQs.aspx#Email_Forward for more information.

Link to general information

For general information about course-related matters, go to
        http://www.victoria.ac.nz/vbs/studenthelp/general-course-information

Note to Students
Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

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