

School of Government

GOVT 531
LOCAL GOVERNMENT
(15 Points)

Trimester 2 / 2016

COURSE OUTLINE

Prescription

This course explores local government policy and management issues, drawing on both New Zealand and international experience. Emphasis is given to the functions, structures, and financing arrangements of local governments, strategic planning practices, and the interfaces between local government, central government, Māori, and others in the private and community sectors.

Course Learning Objectives

1. Describe key public policy and public management frameworks and assess their relevance and applicability to the local government sector;
2. Analyse contemporary developments in local government and governance, including national and international trends and influences;
3. Describe and analyse the roles and relationships among councils, central government, local communities, Maori and others in the private and community sectors;
4. Recognise the impacts of the Local Government Act 2002 and subsequent amendments on strategic planning practices, performance and capability in the local government sector;
5. Demonstrate insight into current trends and proposals for local government reform drawing on theories and experiences in New Zealand and in other countries.

Course Content and Readings

You will be provided with a personal copy of the following monograph on strategic planning.

- Scott, C., Reid, M., & McNeill, J. (2011). *Local government strategic planning: In theory and practice*. Wellington: Institute of Policy Studies

A listing of topics and readings follows:

Module 1	Readings
Local Government and Governance	<p>Scott, C., Reid, M., & McNeill, J. (2011). <i>Local government strategic planning: In theory and practice</i>. Wellington: Institute of Policy Studies. Introduction, Chapters 1 & 2 (pp. 1-84)</p> <p>Hartwich, O. (2013). <i>A global perspective on localism</i>. Wellington: NZ Initiative and Local Government New Zealand</p> <p>Lowndes, V. and Gardner, A.(2016) Local governance under the Conservatives: super-austerity, devolution and the ‘smarter state’ <i>Local Government Studies</i>, Vol 42(3). 357-375.</p> <p>Coleman, A, Segar, J. and Checkland, K. (2015) The Devolution Project in Greater Manchester, <i>Representation</i>, 51(4), 377-384.</p> <p>Gough, R. (2009). With a little help from our friends: International lessons for English local government. London: Localis. www.localis.org.uk/images/articles/jan%2009_with%20a%20little%20help%20from%20our%20friends.pdf</p> <p>Stewart, J. (2014). An era of continuing change: Reflections on local government in England 1974–2014, <i>Local Government Studies</i>, 40(6), 835–850.</p> <p>Slack, E., & Cote, A. (2014). <i>Comparative urban governance</i>. Future of Cities Working Paper. Foresight: Government Office for Science. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/360420/14-810-urban-governance.pdf</p>
New Zealand Local government: functions, structures and finance	<p>Local Government New Zealand (LGNZ). (2015). <i>Local government funding review: a discussion paper</i>. Wellington: LGNZ www.dia.govt.nz/Better-Local-Government-Background#background4</p> <p>Local Government New Zealand (LGNZ). (2013). <i>Grow The elected members’ governance handbook</i>. Wellington: LGNZ.</p> <p>Department of Internal Affairs. (nd). www.localcouncils.govt.nz/ (this webpage provides basic information on councils)</p>
Theories and Normative Frameworks to Guide Policy and Management Practice	<p>Bailey, S. (2004). Strategic issues for local public finance. In <i>Strategic Public Finance</i> (pp. 223-242). Palgrave Macmillan.</p> <p>Dollery, B., & Wallis, J. (2001). Market failure. In <i>Market failure, government failure, leadership and public policy</i> (pp. 10–38). Cheltenham: Edward Elgar.</p> <p>Dollery, B., & Wallis, J. (2001). <i>Local government failure</i>. Economics Discussion Papers No. 0212. Dunedin: University of Otago</p>
Strategic Planning, Management and Leadership	<p>Scott, C., Reid, M., & McNeill, J. (2011). <i>Local government strategic planning: In theory and practice</i>. Wellington: Institute of Policy Studies. Chapters 3-5 skim (pp. 85-204).</p> <p>Bryson, J. (2003). Strategic management and planning. In G. Peters & J. Pierre (Eds.), <i>Handbook of Public Administration</i> (pp. 38–47). London: Sage.</p> <p>Hambleton, R. (2011). <i>Place-based leadership in a global era</i>. Commonwealth Local Government Research Colloquium (13–15 March). Cardiff www.clgc2011.org/userfiles/7/files/Robin%20Hambleton%20Place-based%20leadership%20in%20a%20global%20era%20110218.pdf</p>

Module 2	Readings
Strategic Planning: from theory to practice	Scott, C., Reid, M., & McNeill, J. (2011). <i>Local government strategic planning: In theory and practice</i> . Wellington: Institute of Policy Studies. Chapters 6 & 7 skim (pp. 205-262).
Local Councils and Regions: Growth and Decline	Stephenson, J. (2014) <i>Regional economies - shape, performance and drivers</i> , NZIER Public Discussion Paper 2014/3 Acharya, K. and Crampton, E (2015) <i>In the Zone: Creating a toolbox for regional prosperity</i> , The New Zealand Initiative, Wellington.
The Auckland Council	Policy Observatory (2016) <i>The Governance of Auckland: 5 years on</i> . Crothers, C. Fletcher, M., Hanna, K., McGregor, J., Neill, C., & Wilson, D. (nd). <i>Super city: State of Auckland</i> . Auckland: AUT. www.supercityproject.aut.ac.nz/data/assets/pdf_file/0020/401483/Report_final.pdf Reid, M. (2013). Amalgamation in New Zealand: An unfinished story? <i>Public Finance and Management</i>, 13(3), 239–265. Reid, M. (2009). The Auckland debate: Is big city governance always this difficult? <i>Policy Quarterly</i> , 5(2), 39–44.
Wellington governance reforms	Local Government Commission. (2014). <i>Draft Proposal for the Reorganisation of Local Government in Wellington: A guide</i> . www.lgc.govt.nz/assets/Uploads/Wellington-Reorganisation-Guide-Dec-2014.pdf (look at Local Government Commission website and other Wellington council websites for further details). TDB Advisory (2014) <i>Governance Options for the Wellington and Wairarapa Regions: A Commercial Assessment</i> www.tdb.co.nz/documents/050813-TDB-assessing-regional-governance-options.pdf
Case Studies: <ul style="list-style-type: none">the Christchurch recovery	Cameron Partners. (2014). <i>Review of (A) Funding Requirements & Options and (B) Organisational Architecture</i> http://resources.ccc.govt.nz/files/TheCouncil/policiesreportsstrategies/reports/CameronPartnersReviewAugust2014.pdf

Module 3	Readings
The Central-Local Relationship	Reid, M. (2012). Managing central-local relationships: The case of New Zealand. <i>Commonwealth Journal of Local Governance</i> , 11. http://epress.lib.uts.edu.au/journals/index.php/cjlg/article/view/3055 Brackertz, N. (2013). Political actor or policy instrument? Governance challenges in Australian local government. <i>Commonwealth Journal of Local Governance</i> , 12. http://epress.lib.uts.edu.au/journals/index.php/cjlg/issue/view/272 Reid, M. (2011). Local government's quest for constitutional status. In J. Drage, J. McNeill, & C. Cheyne (Eds.), <i>Along a fault line: New Zealand's changing local government landscape</i> (pp. 27-41).

Performance and Capability in Local Government	<p>Improvement and Development Agency (I&DeA). (2010). <i>A manager's guide to performance management</i> (2nd ed.). London: I&DeA.</p> <p>New Zealand Productivity Commission. (2013). <i>Towards better local regulation</i>. Wellington. (Report summary slide show). The full report is at: www.productivity.govt.nz/sites/default/files/towards-better-local-regulation.pdf</p> <p>Behn, R. (2014). <i>The performance stat potential: A leadership strategy for producing results</i>. Washington, DC: Brookings Institution. Chapter 3 (pp. 26-42).</p>
Reform Options and Scenarios for the Future	Class presentation and discussion based on project work (see Blackboard for further information).

Trimester Dates

Monday 11 July – 20 October

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 22 July 2016**.
2. The standard last date for withdrawal from this course is **Friday 7 October 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 www.victoria.ac.nz/vbs/studenthelp/publications/Application-for-late-withdrawal-2010.doc

Names and Contact Details

Course Coordinator: **Professor Claudia Scott**
Room RH 805, Level 8, Rutherford House, Pipi tea Campus
Telephone: (04) 463 5377
Email: claudia.scott@vuw.ac.nz

Other Teaching Staff: **Dr Mike Reid**
Principal Advisor at Local Government New Zealand, will contribute to the course, as will experienced practitioners from local and central government.

Dr Barbara Allen
Room RH 809
Senior Lecturer in Public Management
Telephone: (04) 463-5709
Email: barbara.allen@vuw.ac.nz

Practitioners from local government will also contribute to this course.

Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
Fax: (04) 463 5454
Email: darren.morgan@vuw.ac.nz

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

Class Times and Room Numbers

This course is delivered in a modular format.

Module One:	Thursday 14 July 2016	9.00am – 5.00pm
Module Two:	Thursday 1 September 2016	9.00am – 5.00pm
Module Three:	Thursday 20 October 2016	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 expected at all three modules.

Course Delivery

This course is delivered in a modular format over three days each of which includes 6 hours contact time (18 hours total) between 9.00am and 5.00pm on the days indicated above, supplemented by on-line interactive activities between modules which will require a further 6 hours. Attendance at all three modules is expected and completion of assessments and participation in on-line interactive activities is mandatory.

Group Work and Assessment

Assessments in this course will be done on an individual basis; however, there will be activities during modules and between modules which will encourage student interaction and the sharing of ideas and experiences. The course includes some assessment for class participation. Participation in both individual and group work during sessions will be taken into account. An important part of your learning comes from interaction and engagement with others participants.

Some group work will take place during the course; however, written assessments will be prepared and submitted on an individual basis.

Expected Workload

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

Expressed in input terms, on average, the time commitment required usually translates to approximately 150 hours (including class contact time) for a 15-point course.

Assessment

Overview

Assignment	Due Date	Weight	Guidelines	CLOs
1. Essay	Friday 12 August 2016	30%	2,000 words maximum	1, 3, 4
2. Project	Thursday 6 October	10%	2-page summary	2, 3, 5
	Friday 14 October	40%	3,000 words maximum	
3. Inter-module work	Between modules 1 & 2	5%	Two blogs (500 words max each) on local government issues	5
	Between modules 2 & 3	5%		
4. Participation in class discussion	During all three modules	10%		1, 2, 3, 4, 5

Please submit ALL assignments by email attachment to sog-assignments@vuw.ac.nz AND claudia.scott@vuw.ac.nz . Provide a word count (excluding references) on the cover sheet of each assignment and **DO NOT** exceed the word limits.

Details of the assessments will be discussed at the first module and then posted on Blackboard.

Students should keep a copy of all submitted work.

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

Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

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.**

Mandatory Course Requirements

In addition to obtaining an overall course mark of 50 or better, students must submit or participate in all pieces of assessment required for this course.

Participation in on-line interactive activities is mandatory.

If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat .

Student Feedback

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php .

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.

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 .

Link to General Information

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

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.
