Faculty of Science
School of Geography, Environment and Earth Sciences

DEVE 513 (CRN 15922)

Development Policy
(15 points)

Second trimester, 2013

Course Supervisors: John Overton
                     Room CO 209
                     email: john.overton@vuw.ac.nz
                     phone: ext 5281

                     Gerard Prinsen
                     email: G.Prinsen@massey.ac.nz

                     Nicki Wrighton
                     email: nicki.wrighton@vuw.ac.nz

Class Times: Wednesday 5.00 – 7.00pm
             Thursday 5.00 - 7.00pm
             in Cotton 228

Key Dates:
Trimester dates: 15 July to 15 November 2013
Teaching dates: 17 July to 17 October 2013
Mid-trimester break: 26 August to 6 September 2013
Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds
If you cannot complete an assignment or sit a test or examination (aegrotats), refer to
www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
Development Policy

1. COURSE PRESCRIPTION

Practice in the concepts and tools of development policy formulation through scenario contexts and developing policy documents.

2. COURSE OVERVIEW

DEVE 513 is a course that focuses on the way development policy is constructed and negotiated by and through development agencies. It provides an overview of the wider context of development policy by examining global concerns about poverty alleviation and aid effectiveness and it outlines the broad framework of development policy through changing strategies such as poverty reduction strategy programmes, direct budget support and sector wide approaches. It then explores at length the processes of development policy formulation by identifying the main actors involved and working through processes of negotiation and decision making.

3. COURSE LEARNING OBJECTIVES

This is a compulsory course for the Master of Development Studies and the Postgraduate Diploma in Development Studies but is open to Masters students from other programmes if there is space available.

At the end of the course, you should:

1. Be aware of the broad policy context at the global level for development agencies.
2. Have a critical understanding of the way sector wide approaches and other frameworks for development policy are constructed.
3. Appreciate the way different agencies and individuals contribute to the process of policy formation.
4. Understand the importance of negotiation, compromise and power relationships in the development of policy.
5. Have experience in group work and both oral and written communication

4. TEACHING FORMAT

The course will begin with a series of lecture-type sessions that set the context for development policy, though these will require active student participation through reading preparation and class discussion. Most of the course, however, will involve a simulation game broken into several stages involving the preparation, design and evaluation of a development programme in a fictional setting. Students will choose a role to play and an organisation to work in. Through individual research and group activities, these organisations will develop their own positions and strategies with regard to their part in policy formation and then negotiate with other groups to develop a development policy for a hypothetical country (The Republic of Vanualima). All material used in the simulation game is drawn from recent and real life documentation. This part of the course will involve a high degree of independent and group work and groups will need to organise their own work schedules and meeting times (though timetabled class times will be available).
The simulation game is organised into three themes which follow key elements of the cycle of a development programme:

1. Negotiation
2. Design
3. Monitoring and evaluation

Each of these themes has four sessions scheduled as class times and the final session of each theme involves group presentations.

As well as these sessions relating to the three themes, other sessions will be held which will involve visiting speakers. It is expected that groups will also meet outside of class times to discuss their work, meet with other groups and prepare materials and presentations.

5. COMMUNICATION OF ADDITIONAL INFORMATION

Any notices relevant to the course will be announced in class meetings and posted on Blackboard.

6. MANDATORY COURSE REQUIREMENTS

In addition to achieving an overall pass mark of 50%, students must:

- Attend at least 75% of scheduled class meetings
- Achieve at least a 40% mark in the final written assignment

It is the responsibility of students to ensure that they are aware of the dates on which work is to be handed in and keep to the schedule in this Course Outline. Please look at these carefully to see how they fall in within your overall obligations.

Note: This course aims to prepare students for work within development agencies. As such, it is important that many of the disciplines of work within such agencies are practiced in this course. We will be strict about deadlines and extensions will only be granted in exceptional circumstances (accompanied by a relevant medical certificate). Grades will be reduced for any work handed in late with prior approval for an extension. Word limits must be adhered to and penalties, in the form of a reduction of grades, will be given to any piece of work significantly (greater than 10 percent) over the stated word limit. Some work and assessment may be based on group activities and such groups may be chosen arbitrarily. In these cases, the same grades will be awarded to all members of a group so that it is the responsibility of all group members to ensure that the work is completed in a timely and effective manner.
7. WORKLOAD

With four contact-hours per week it is expected that you will do a considerable amount of work on your own or in groups. Apart from time spent preparing for the assignments, the principal call on your time will be time working with your group to prepare material for the policy presentation. You are expected to attend all classes and read widely both the material supplied and readings you find yourself. Monitor the time you allocate to the course, and attempt to evenly spread out your commitments over the trimester. If you have major clashes with other courses you are welcome to hand in exercises before the due date or negotiate an extension well in advance of the due date. Last minute calls for extensions do not carry the same weight as more carefully considered requests.

8. TEXTS AND OTHER MATERIAL

There are no set texts for this course but some readings and references will be supplied during the course. The course requires that you spend time searching for examples from real world policy environments through the internet.

Some general works on aid may provide some good background understanding:


Assignments will require you to carry out your own library work and you will need to scan the internet to find examples of policies and strategies developed by different organisations. At 500-level, a high degree of initiative is expected.

9. ASSESSMENT

Assessment contribution to the final grade will be:

<table>
<thead>
<tr>
<th>Assignment 1: individual CV (20%)</th>
<th>due 2nd August</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Learning Objectives: 3,5)</td>
<td></td>
</tr>
<tr>
<td>Group presentation (20%)</td>
<td>as scheduled (2 of 22nd Aug, 25th Sept, 10th Oct)</td>
</tr>
<tr>
<td>(Learning Objectives: 1,2,4,5)</td>
<td></td>
</tr>
<tr>
<td>Peer assessment (20%)</td>
<td>due 17th October</td>
</tr>
<tr>
<td>(Learning Objectives: 5)</td>
<td></td>
</tr>
<tr>
<td>Written assignment (40%)</td>
<td>due 17th October</td>
</tr>
<tr>
<td>(Learning Objectives: 1,2,3,4,5)</td>
<td></td>
</tr>
<tr>
<td>Total Assessment:</td>
<td>100%</td>
</tr>
</tbody>
</table>


Forms of Assessment

Assignments are intended to test a range of analytical, presentation and other skills, as well as knowledge.

1. Individual CV: Once you have chosen your individual role, you must prepare a hypothetical curriculum vitae for that character. Talk to people who may know a person like the one you are playing, search the internet (including newspapers) and read books (Hau’ofa’s *Tales of the Tikongs* is a good start) to find examples of people that might closely resemble your character and get a feel for the sort of person they might be. The CV should include details such as personal characteristics (date of birth, place of residence, contact details), educational qualifications, details of work experience (e.g. previous employment) and anything else you feel may be relevant for the character. The CV should be presented in a style and format that is appropriate to the character (e.g. it may not be appropriate for a person in a village without high level formal education to prepare a standard CV – they may instead produce a sort of written *mihi* or personal statement). The document you produce must be no more than four sides of A4 (but can be less) for the CV and an additional one page with evidence (clippings, URLs etc) of sources you have used to investigate your character. **Due 2nd August.** Submit an electronic copy or a hard copy to john.overton@vuw.ac.nz

2. Group Presentation: Each group must prepare and present two oral reports that outline the group’s position and views with regard to phase of the simulation just completed. These occur at the end of each of the three themes of the game. The presentations should present reflections of the group views on the overall principles and objectives of the policy and how it worked both in the game and from what you might have expected in reality (from the literature). The presentation must be no longer than 15 minutes per group. You will be assessed on: presentation (clarity, conciseness, time management, impact, use of group members, ability to communicate key points/ideas); perspective (consideration of perspectives and strategies of all or several teams, awareness of issues facing other participants); link to literature (including wider issues relating to development policy); and critical analysis (the ability to step back from the game, to go beyond observing or summarising and venture into critical analysis, observation and analysis of processes involved, and analysis of relation to real life practice). Although all group members should be involved in some way in the preparation and/or presentation of the report, each group can decide on a format and style that is appropriate to its group. Each group will present twice and will have one presentation slot when they do not present (coinciding with the theme when the group takes a background role). Both presentations will be graded, with feedback given, and the best of the two will count as the final mark for the whole group. **Due as scheduled on 22nd August, 25th September, or 10th October.**

3. Peer Assessment: You must produce a written assessment of each member of the group you are in (including yourself). The assessments should be no more than 250 words per person and be in the style of a letter of reference. These should comment on the person’s abilities and, if relevant, faults that you experienced during group work. Note in particular their qualities in terms of their contribution to the group project.
In addition, you should mark each group member including yourself with a score out of 10 (see below). Your letters of reference will be passed on to each subject. Your own mark for this piece of assessment will be made up equally by our assessment of your written submission and a weighted average of the grades given by members of your group. Due 17th October

Notes:

I. The letter of reference:
This should be in the following format:
- Date
- Heading (To Whom it may Concern:)
- 250 words of text. Start with a brief outline of the person’s role within the group and the particular contribution they made. Then outline the particular qualities and strengths noted in their work before moving to comment on any observed shortcomings or faults. Your assessment might cover aspects such as intellectual ability, organisation/leadership skills, analytical skills, data/information processing skills, diligence, ability to work cooperatively with others, reliability, industry/hard work etc etc. Finish with an overall assessment, perhaps indicating whether you would recommend this person as an aid professional and/or someone you would be happy or not to work with again. Above all provide an honest and balanced assessment.
- You do not need to sign your letter as it will be passed on to the subject without names attached. Therefore you should feel free to be open and honest in your comments.

II. The mark
- You should then give a mark out of ten as your assessment of the person’s contribution to the group’s work. There is no overall quota of marks so treat each case on its merits and give a mark out of ten. You can use the following criteria as a guide but be flexible in terms of how you rate some aspects against others.
  10 excellent contribution with outstanding abilities demonstrated in all aspects. Leadership abilities demonstrated together with excellent team work, reliability, hard work, initiative and innovation
  9 excellent contribution with outstanding performance in most aspects, though perhaps a slight weakness in one aspect.
  8 very good contribution in most aspects with outstanding work in several, though not strong in some other aspects
  7 very good contribution across most aspects but lacking effort or quality in one or two areas. Possibly some faults in terms of commitment, team work, reliability etc.
  6 good contribution. Made an effort in some aspects but did not extend themselves and their contributions did not greatly add to the group’s product.
  5 adequate contribution. Tried in some ways to contribute but exhibited one or two faults or was disruptive or adversely affected the group’s work
  4 poor contribution. Made some attempt to contribute in one or two aspects but could not be relied on to add value to the group.
3 poor contribution. Made minimal effort in one or two aspects but had several faults (as below)
2 very poor contribution. Minimal effort and adversely affected the group’s work through faults (as below)
1 little contribution in only one or two areas. Exhibited more than one of the following faults: unreliable, lazy, ill-informed, disruptive etc
0 no contribution

Submission:
Start a Word (or similar) electronic document.
1. Head your document with: DEVE 513, your name, and your group name.
2. List all members of your group and beside each (including yourself), put the mark out of ten. Note that your mark for yourself will not count towards your final grade but you will have it as a point of comparison for how you grade others and, later, for how they grade you.
3. Then include a page for the letter of reference for each member of the group (excluding yourself), using the guidelines above.
Submit this assignment electronically as an email attachment to: john.overton@vuw.ac.nz Do not submit a hard copy.

Feedback
Once the peer assessments have all been submitted and graded, we will return to you:
• The letters of reference (anonymously) from your group members
• The mark out of ten which will be the average of your group member’s grades (this may be subject to moderation by staff).
• The mark out of ten that is our assessment of your assessments (the letters of reference and your grades). Criteria for these marks are:
  a. Quality of written presentation of the letters
  b. Quality of the assessments (honesty, balance, critical assessment, ability to assess strengths and weaknesses)
  c. Match between the written letters and the grades awarded
We will moderate the grades (and mark down your assessments) if we feel there has been collusion to inflate grades within a group in ways which prevent objective assessment or inhibit individual assessments and make all members of a group produce the same grades.

4. Written Assignment:
After the simulation game has finished, you will write a critical reflection on the process of policy formulation in this course. You can draw upon and analyse the intra-group dynamics of your team and/or the process of negotiation and communication between the various teams. Most importantly you should compare results of the simulation game with real policy documents that have been provided in the class and other literature if relevant. Use this comparison to reflect on how development policy works in practice. You do not have to cover every aspect of the game or all the issues and themes that arose. Indeed, it is better if you narrow your analysis to a single or small number of key issues which you think are important and interesting. Further details and guidance will be given in class.
This report must be produced as an individual piece of work and must be no longer than 2500 words. Due 17th October.

Notes:
This is an essay-style assignment that should have a title, your name, introduction, discussion, conclusion and list of references. It should not be produced as a report format (with numbered paragraphs, many sub-headings etc).

It must provide a critical reflection and analysis of the game as it relates to the wider process of development policy formulation, as an example of how development policy is formulated, negotiated, implemented and assessed. You should draw on the game, in terms of an understanding of the different parties involved, and the processes and stages that were worked through. You should also draw upon the literature supplied, together with any other relevant information or insights you have gathered (e.g. from your experience, guest speakers, other literature etc). Remember also the introductory lectures on the broader development policy environment and trends.

Do not dwell at length on the details of the game or how you as an individual or group played the game. We are interested in what you drew from the game in terms of the dynamics that occurred amongst the groups, the way power was manifested, the negotiation processes involved and the possibilities for different outcomes. You should show an appreciation of how all the groups contributed in different ways to the process of policy formulation and implementation. But, above all, we want your critical analysis of how these relate to the real world of development policy. And, for that, you need to show an understanding of material from outside of the game as well.

Submit this assignment electronically as an email attachment to: john.overton@vuw.ac.nz Do not submit a hard copy.

You should maintain a journal during the course that can provide material for assignments 3 and 4. The journal itself will not be handed in for assessment.

Marking Criteria

The course work is intended to assess student’s capabilities in terms of:

Originality – Is there evidence of original thinking on the part of the student, in addition to merely reporting the views of others?

Depth of analysis – Does the work indicate that the student understands the topic, has critically considered various viewpoints, and interpreted the information available?

Coverage of topic – Has the material been covered comprehensively, but with discrimination of what is important and relevant?

Use of readings and supplementary materials – Does the work draw on readings supplied or recommended by the lecturer, and on other material located by students at their own initiative?
Persuasiveness of argument – Is the work logical, coherent, and persuasive – that is, does the reader have confidence that the analysis and are the conclusions accurate and reliable?

Clarity of expression – Can the student convey ideas and conclusions in a clear way, which does not require re-reading and interpretation for the reader to understand?

Technical presentation – Is the student able to write good English, spell correctly, present work neatly, and make effective use of graphics and tabulations?

It is expected that all in-course work (assignments) will be presented in a professional manner, brief, and to the point.

10. SPECIAL NEEDS, PROBLEMS & GRIEVANCE PROCEDURES

Special Needs

If you have special learning needs, please see John at the end of the first lecture or at your convenience, in his office so that appropriate arrangements can be made to support you.

Problems & Grievances

If you wish to raise any problems about any aspect of the course or if you have concerns about your own progress, it is best to see John as early as possible. It is particularly important to do this if you submit work late, are having problems with the assigned readings, or cannot attend a seminar.

If you are not satisfied with the result of those meetings, see the Programme Director for Geography, Dr Sara Kindon, or the Head of School, Prof. Rewi Newnham, or the Associate Dean (Students) of the Faculty of Science Shona de Sain. The University has a well-established, independent procedure for dealing with academic grievances and complaints. The procedures are set out in Part 5 of the Personal Courses of Study Statute in the Calendar. You can also refer to the Institute of Geography General Information handout.

More generally, the University likes to ensure that students, as members of the University community are able to work, learn, study and participate in the academic and social aspects of the University’s life in a safe and supportive environment. To this end, it has put in place a comprehensive Statute on Conduct. This Statute is printed in the Calendar and provides guidelines about acceptable and unacceptable conduct and what steps you can take if you have a complaint. You may seek support or assistance from another member of the University community such as the Adviser on Grievance Resolution, Departmental Chairpersons, Counselling Staff or Sexual Harassment Contact Support persons. You may also resolve disputes by making use of any other information or formal procedures outlined in the Statute on Conduct.
**LECTURE TIMETABLE**

These sessions may be subject to change depending on availability of visiting speakers.

<table>
<thead>
<tr>
<th>Week</th>
<th>(Wednesday date)</th>
<th>(WEDNESDAYS 5 - 7pm)</th>
<th>(THURSDAYS 5 - 7pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17 July</td>
<td>Course introduction and outline</td>
<td>Development policy paradigms</td>
</tr>
<tr>
<td>2</td>
<td>24 July</td>
<td>Development effectiveness</td>
<td>Aid modalities</td>
</tr>
<tr>
<td>3</td>
<td>31 July</td>
<td>The Pacific context</td>
<td>Working in groups and facilitation</td>
</tr>
<tr>
<td>4</td>
<td>7 August</td>
<td>Prelude: Meeting the characters in place</td>
<td>Session 1: group meetings</td>
</tr>
<tr>
<td>5</td>
<td>14 August</td>
<td>Session 2: negotiations</td>
<td>Session 3: special meetings</td>
</tr>
<tr>
<td>6</td>
<td>21 August</td>
<td>Visiting speaker (tba)</td>
<td>Session 4: presentations on Theme 1</td>
</tr>
</tbody>
</table>

**MID-TRIMESTER BREAK, 26 August – 6 September**
No lectures during these dates

<table>
<thead>
<tr>
<th>Week</th>
<th>(Wednesday date)</th>
<th>(WEDNESDAYS 5 - 7pm)</th>
<th>(THURSDAYS 5 - 7pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>11 Sept</td>
<td>Session 5: consultative workshop</td>
<td>Session 6: group meetings</td>
</tr>
<tr>
<td>8</td>
<td>18 Sept</td>
<td>Session 7: taskforce meetings</td>
<td>Spare session</td>
</tr>
<tr>
<td>9</td>
<td>25 Sept</td>
<td>Session 8: presentations on Theme 2</td>
<td>Session 9: group meetings</td>
</tr>
<tr>
<td>10</td>
<td>2 October</td>
<td>Session 10: report preparation</td>
<td>Session 11: joint forum</td>
</tr>
<tr>
<td>11</td>
<td>9 October</td>
<td>Postscript: farewell to characters</td>
<td>Session 12: presentations on Theme 3</td>
</tr>
<tr>
<td>12</td>
<td>16 October</td>
<td>Spare session</td>
<td>Final session: reflections</td>
</tr>
</tbody>
</table>
11. ACADEMIC INTEGRITY

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University’s learning, teaching and research activities are based. Victoria University’s reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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 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

Find out more about plagiarism, how to avoid it and penalties, on the University’s website: [www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

**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](http://www.turnitin.com). Turnitin is an online 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 material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

12. WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at [www.victoria.ac.nz/home/study](http://www.victoria.ac.nz/home/study). Find out about academic progress and restricted enrolment at [www.victoria.ac.nz/home/study/academic-progress](http://www.victoria.ac.nz/home/study/academic-progress). The University’s statutes and policies are available at [www.victoria.ac.nz/home/about/policy](http://www.victoria.ac.nz/home/about/policy), except qualification statutes, which are available via the Calendar webpage at [www.victoria.ac.nz/home/study/calendar](http://www.victoria.ac.nz/home/study/calendar) (See Section C). Further information about the University’s academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at [www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx](http://www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx)
13. CLASS REPRESENTATIVE

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep’s name and details in this box:

Class Rep name and contact details:

14. STUDENT FEEDBACK

Feedback is sought from students on any aspect of this course. This may be given directly to staff, through your class representative or possibly through the formal end of course teaching evaluation.

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

15. OTHER IMPORTANT INFORMATION

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/studentservice
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz