

Unit Outline 2014

Faculty of Business, Government and Law

Public Policy PG

Unit Number6268

This Unit Outline must be read in conjunction with:

1. *UC Student Guide to Policies,* which sets out University-wide policies and procedures, including information on matters such as plagiarism, grade descriptors, moderation, feedback and deferred exams, and is available at*(scroll to bottom of page)*  
   <http://www.canberra.edu.au/student-services>
2. *UC Guide to Student Services*, and is available at*(scroll to bottom of page)* <http://www.canberra.edu.au/student-services>
3. Any additional information specified in section 6h.

**1: General Information**

**1a Unit title**

Public Policy PG

**1b Unit number**

8716

**1c Teaching Period and year offered**

Term 2, 2014, Royal Institute of Management, Bhutan

**1d Credit point value**

3

**1e Unit level**

PG

**1f Name of Unit Convener and contact details (including telephone and email)**

Dr Robin Tennant-Wood

Room: 11 B30;

Ph. 6201 2700; email[robin.tennant-wood@canberra.edu.au](mailto:robin.tennant-wood@canberra.edu.au)

**1g Administrative contact details (including name, location, telephone and email)**

Ph: (02) 6206 8810; Fax: 6201 5764; Room 11 B31

Email: [BGLadminEnquiries@canberra.edu.au](mailto:BGLadminEnquiries@canberra.edu.au)

Web: <http://www.canberra.edu.au/faculties/busgovlaw>

**2: Academic Content**

**2a Unit description and learning outcomes**

Topics covered include: policy design; the role of values in policy making; the management of policy development and the implications for evaluation of managerial change. Case studies are used to develop and exemplify concepts, techniques and approaches.  On successful completion of this subject students will have:

* 1. An enhanced capacity to generate appropriate policy advice and to manage  policy processes;
  2. Knowledge and understanding of program evaluation and implementation
  3. An understanding of the broad forces and institutional structures influencing  the policy process.

**2b Generic skills**

* As well as developing your knowledge of analysis of and for policy, the unit also aims to develop the following generic skills:

1. Communication

The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries

2. Analysis and inquiry

The ability to gather information, and to analyse and evaluate information and situations in a systematic, creative and insightful way

3. Problem solving

The ability to apply problem-solving processes in novel situations; to identify and analyse problems then formulate and implement solutions

4. Working independently and with others

The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively

5. Professionalism and social responsibility

The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment

**2c Prerequisites and/or co-requisites**

Course entry

**3: Delivery of Unit and Timetable**

**3a Delivery mode**

Intensive face-to-face over 5 days: Monday 12th May to Friday 16th May 2014

**3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics** (Information might be provided in the form of a table)

|  |  |
| --- | --- |
| Day 1 | 1. Introduction 2. Understanding the policy process 3. Analysis and discussion: Lindblom and the “Science of Muddling Through” and Bridgman and Davis “Policy Cycle” 4. The role of actors and policy communities |
| Day 2 | 1. Introduction to the readings for analysis assignment 2. Discussion on analysis readings and outline writing 3. The role of values in the policy process 4. Discussion of values in Bhutanese policy |
| Day 3 | 1. Introduction of topic for Essay 2. Writing session: essay outline 3. Group feedback on outlines 4. Policy implementation |
| Day 4 | 1. Policy evaluation 2. Prac session on evaluation 3. Writing session on analysis assignment 4. Policy transfer and policy learning |
| Day 5 | 1. Evidence-based policy making 2. The role of the expert in policy 3. & 4. Wrap-up, summary and conclusion |

**Advance reading:**

Students should download and read these papers prior to the five-day teaching period. The readings will form the basis of a discussion on the policy process on the first day.

Lindblom, Charles E (1959) ‘The Science of “Muddling Through”’ *Public Administration Review* **19: 79-82**

Bridgman, Peter and Glyn Davis (2003) ‘What Use is a Policy Cycle? Plenty, if the Aim is Clear’ *Australian Journal of Public Administration* **62(3): 98-102**

**Day 1, Monday 12th May:**

1. Introduction

An introduction to Public Policy as a field of study and overview of the unit, including the assessment for the unit and the general ‘rules of engagement’ for participation.

**Required reading**

deLeon, Peter (2006) ‘The Historical Roots of the Field’ in M Moran, M Rein and R E Goodin (Eds), *The Oxford Handbook of Public Policy* Oxford, Oxford University Press: **39-57**

Goodin, Robert E, Martin Rein and Michael Moran (2006) ‘The Public and its Policies’ in M Moran, M Rein and R E Goodin (Eds), *The Oxford Handbook of Public Policy* Oxford, Oxford University Press: **3-35**

1. Understanding the policy process

A discussion of the various theoretical approaches to understanding the policy process with consideration of the rational ideal and its critics.

1. The role of actors and policy communities

Introduction to the range of actors and groups who are involved in making policy and the various theoretical models that have been developed to explain their role.

**Day 2, Tuesday 13th May**

4. The role of values in the policy process

Introduction to the role and function of values in public policy. During this session students will be required to draw on their own knowledge and experience of values within the Bhutanese context.

5. Policy development and Gross National Happiness

The interface of public policy theory and GNH requirements in Bhutan: how are the two made compatible in practice?

**Required reading**

Thacher, David and Martin Rein (2004) ‘Managing Value Conflict in Public Policy’

Stewart, Jenny (2006) ‘Value Conflict and Policy Change’ *Review of Policy Research* 23(1): 183-195

McDonald, R. (2005) ‘Towards a new conceptualization of Gross National Happiness and its foundations’ *Journal of Bhutan Studies*

**Essay question (due date: Friday 16th May):**

David Easton wrote in 1953 that: “politics is the authoritative allocation of values”. With reference to a current policy example, what key values underpin contemporary policy-making and how are these applied?

**Day 3, Wednesday 14th May**

6. Policy implementation

The success and failure of a policy often depends on how it is implemented.

In this session we will also begin to analyse the readings for the first assignment, which will be submitted at the end of the week:

**Required reading**

Majone, G. (2006) ‘Agenda Setting’ in M. Moran, M. Rein and R. E. Goodin (Eds), *The Oxford Handbook of Public Policy.* Oxford, Oxford University Press: **228-250.**

Althaus, Catherine, Peter Bridgman and Glyn Davis (2007) *The Australian Policy Handbook* (Fourth Edition) Crows Nest, NSW, Allen &Unwin, **Chapter Ten**

Lasswell, H. D. (1951) ‘The Policy Orientation’, in D. Lerner and Lasswell, H. D. (eds), *The Policy Sciences.* Stanford, Stanford University Press: **3-15.**

**Day 4, Thursday 15th May**

7. Policy evaluation

The policy evaluation process is an essential component of implementation, enabling governments to learn from their mistakes and improve policy and program delivery in the future.

This session will include a practical evaluation of a hypothetical policy situation.

8. Policy transfer and policy learning

Policy makers are faced with a range of constraints that limit their capacity to explore all available policy options when addressing a policy problem. Learning from the experiences of policy makers in other jurisdictions is one way they can narrow their field of policy search.

**Required reading**

Dolowitz, David and David Marsh (1996) ‘Who Learns What from Whom: a Review of the Policy Transfer Literature’ *Political Studies* **44: 343-357**

Bennett, C.J. &Howlett, M. 1992, ‘The lessons of learning: Reconciling theories of policy learning and policy change’, *Policy Sciences,* **25(3): 275-294.**

**Day 5, Friday 16th May**

9. Evidence-based policy making and the role of the expert

The final sessions will consider the recent popularity of evidence-based policy making. We will discuss whether this trend is likely to result in better policy outcomes or whether it is simple another attempt at rational policy making.

**Required reading**

Botterill, Linda Courtenay (2006) ‘Leaps of faith in the obesity debate: a cautionary note for policy makers’ *Political Quarterly* **77(4): 493-500**

Head, Brian W (2008) ‘Three Lenses of Evidence-Based Policy’ *Australian Journal of Public Administration* **67(1): 1-11**

Pielke, Roger A, Jr (2007) *The Honest Broker: Making Sense of Science in Policy and Politics* Cambridge, Cambridge University Press, **Chapter Two**

**4: Unit Resources**

**4a Lists of required texts/readings**

There is no set text for this unit. The required readings will be made available through the library’s e-reserve.

In addition to the suggested further readings, there is a plethora of textbooks in the library that cover the background and some aspects of the unit which you may choose to consult in preparing your essay and policy paper.

Journals you may wish to consult include:

*Australian Journal of Political Science*

*Australian Journal of Public Administration*

*Journal of Public Policy*

*Public Administration Review*

*Policy Studies*

This course is largely framed around contemporary policy issues so you will need to access primary sources as well as books and journals in preparing your tutorial papers, discussions and policy papers. You should also make the most of relevant government **4b Materials and equipment**

None

**4c Unit website**

To find your unit site online, login to [LearnOnline(Moodle)](http://learnonline.canberra.edu.au) using your student ID.

Note that your unit site has a profiles page that displays your name and email address for the benefit of other students.  If you prefer to hide your email address, [click here for instructions](http://learnonline.canberra.edu.au/mod/page/view.php?id=553048).

**5: Assessment**

**5a Assessment overview**

**5b Submission of assessment items**

All assessment items will be submitted online via the unit Moodle site. The first page of each assessment submission should include the following information:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment item (including exams held in the exam period)** | **Due date of assignments** | **Weighting %** | **Addresses generic skill(s)** |
| Analysis of readings | 16th May 2014 | 25% | 1,2,3,4,5 |
| Essay (to be based on practical policy example) | 13th June, 2014 | 35% | 1,2,3,4,5 |
| Exam | TBA (RIM exam period) | 40% | 1,2,3 |

Student Name:

Student ID:

Assessment Name:

Word Count (if applicable):

**5c Special assessment requirements**

(For year-long units only - when credit points are not counted until completion of the second unit.**Delete for other units**): Students enrolled in year-long units (consisting of a part A and part B unit code) will be allocated a continuing grade (CNTY) on completion of part A.  Once the student has completed part B, the grade for part A will be updated such that the grades for the two unit codes are the same.

**5d Supplementary assessment**

# Refer to the UC [Supplementary Assessment Policy](https://guard.canberra.edu.au/policy/policy.php?pol_id=2901)

**5e Academic Integrity**

Students have a responsibility to uphold University standards on ethical scholarship. Good scholarship involves building on the work of others and use of others’ work must be acknowledged with proper attribution made. Cheating, plagiarism, and falsification of data are dishonest practices that contravene academic values. Please see [UC's Academic Integrity Policy](https://guard.canberra.edu.au/policy/policy.php?pol_id=3175).

To enhance understanding of academic integrity, it is expected that all students will complete the LearnOnline Academic Integrity Module (AIM) at least once during their course of study.  The module is automatically available as a listed site when students log into LearnOnline.

Students found to have plagiarised work or engaged in any form of academic misconduct will receive a zero result for the assessment item and will be referred to the Associate Dean (Education) for a summary inquiry.

**5f Use of text-matching software**

The University of Canberra has available, through LearnOnline (Moodle), text-matching software that helps students and staff reduce plagiarism and improve understandings of academic integrity. Known as URKUND, the software matches submitted text in student assignments against material from various sources: the internet, published books and journals, and previously submitted student texts. [Click here for further information on the URKUND text-matching software](http://learnonline.canberra.edu.au/course/view.php?id=1529).

**6: Student Responsibility**

**6a Workload**

The amount of time you will need to spend on study in this unit will depend on a number of factors including your prior knowledge, learning skill level and learning style. Nevertheless, in planning your time commitments you should note that for a 3cp unit the total notional workload over the semester or term is assumed to be 150 hours. These hours include time spent in classes. The total workload for units of different credit point value should vary proportionally. For example, for a 6cp unit the total notional workload over a semester or term is assumed to be 300 hours.

**6b Accessibility unit**

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or [UC AccessAbility](http://www.canberra.edu.au/accessability)as soon as possible so the necessary arrangements can be made.

**6c Participation requirements**

Attendance at lecture/workshop sessions is mandatory and participation is assessed.

**6d Withdrawal**

If you are planning to withdraw please discuss with your unit convener. Please see[Withdrawal of Units](http://www.canberra.edu.au/student-services/re-enrolment/determine_your_study_program_and_register_on_osis/withdrawal_of_units) for further information on deadlines.

**6e Required IT skills**

none

**6f In-Unit Costs**

None

(Note: To calculate your unit fees see:[How do I calculate my fees?](http://www.canberra.edu.au/student-services/fees/calculate).

The online[UC Co-op Textbook Search](http://www.coop-bookshop.com.au/bookshop/action/InstTextSelect?inst_name=university-canberra)is available for purchasing text books.)

**6g Work placements, internships or practicums**

n/a

**6h Additional information**

**7: Student Feedback**

All students enrolled in this unit will have an opportunity to provide anonymous feedback on the unit at the end of the Semester via the Unit Satisfaction Survey (USS) which you can access by logging into MyUC via the UC homepage: <http://www.canberra.edu.au/home/>. Your lecturer or tutor may also invite you to provide more detailed feedback on their teaching through an anonymous questionnaire.

**8: Authority of this Unit Outline**

Any change to the information contained in Section 2 (Academic content), and Section 5 (Assessment) of this document, will only be made by the Unit Convener if the written agreement of Head of Discipline and a majority of students has been obtained; and if written advice of the change is then provided on the unit site in the learning management system. If this is not possible, written advice of the change must bethen forwarded to each student enrolled in the unit at their registered term address. Any individual student who believes him/herself to be disadvantaged by a change is encouraged to discuss the matter with the Unit Convener.