



**UNIVERSITY OF
CANBERRA**

AUSTRALIA'S CAPITAL UNIVERSITY

**Unit Outline 2016
Faculty of Business, Government & Law**

Public Management at the Interface PG

Unit Number: 9509

This Unit Outline must be read in conjunction with:

- a) *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>
- b) *UC Guide to Student Services*, and is available at (*scroll to bottom of page*)
<http://www.canberra.edu.au/student-services>
- c) Any additional information specified in section 6h.

1: General Information

1a Unit title: Public Management at the Interface PG

1b Unit number: 9509

1c Teaching Period and year offered: Semester 1, 2016

1d Credit point value: 3

1e Unit level: PG

1f Name of Unit Convener and contact details:

Assoc. Professor Tim Legrand
Email: tim.legrand@canberra.edu.au
Tel: 61(2) 6125 6483

1g Administrative contact details:

Ms Yan Wang
Email: Yan.Wang@canberra.edu.au
Phone: 61 (2) 6201 5711

2: Academic Content

2a Unit description and learning outcomes

The Unit explores the various ‘interfaces’ of Public Management with civil society, the private sector and other organisations of the state. These are relationships that have been transformed over the past thirty years, necessitating different ways of configuring the delivery of public goods and services. In particular, the widening influence of transnational economic and social trends has presented government with a series of new challenges, but also new opportunities. Likewise, innovations in Public Management from multiple jurisdictions have deepened our knowledge of how to manage ‘wicked’ or long-standing policy problems, providing new tools and policy lessons. Specifically, this Unit will address five themes (i) Public Management at the interface; (ii) The interface between the public and private sectors; (iii) The interface between the public sector and civil society; and (iv) Service transformation. Across the Unit it will also deliver four key skills in Public Management:

1. Designing Citizen-Centred Policy
2. Collaboration in Governance
3. Stakeholder Management
4. Tackling Wicked Policy Problems

This Unit has been designed to examine these themes and skills and, in particular to apply broader trends to public management in Bhutan. This will not be an issue of simple policy transfer, rather it offers an opportunity for public administrators in Bhutan to *learn from* and carefully consider the experiences of other jurisdictions before committing to their local adaption or adoption.

On completing the Unit, students will be able to

- Understand the concepts underpinning the greater permeability of the public sector interfaces with the private sector and civil society;
- Understand the issues associated with the changing interfaces;
- Understand contemporary innovations in public sector management; and
- Demonstrate competencies in the written and oral presentation of academic work.

2b Generic skills

The learning outcomes listed above were formulated within the framework of the University of Canberra’s aims to develop the generic skills and attributes of graduate students. More information on these specific skills and attributes is available from the following web page: [UC Generic Skills](#).

More specifically, this course will enhance your skills, confidence and attributes in:

1. Communication

The ability to present knowledge, ideas and opinions effectively and persuasively, orally and in writing, and to communicate within and across professional and ideological boundaries.

2. Analysis and Inquiry

The ability to gather relevant 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 – identify and analyse problems and then formulate solutions.
4. **Working Independently and with Others**
The ability to plan your own work and 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.

Personal Attributes

As students of the University you will develop the qualities of critical thinking, curiosity and reflective practice. You will use foresight, initiative and leadership, and be open to alternative perspectives. As graduates, you will continue to learn and thrive in environments characterized by complexity, ambiguity and change.

2c Prerequisites and/or co-requisites

Course entry requirements

3: Delivery of Unit and Timetable

3a Delivery mode

The Unit is delivered in intensive mode over five days (11 – 15th April 2016 inclusive) at the Royal Institute of Management, Simtokha, Bhutan. The sessions for each day are:

Morning:	9.30am -12.30pm
Afternoon:	1.30pm-4.30pm

The approach taken in teaching is very much practice-based and seeks to introduce public management by examining practical contemporary issues that are likely to confront managers operating in the public sector and those in the private sector with responsibility to deliver public services. The Unit makes use of case studies to illustrate, apply and challenge the ideas being presented and classes are deliberately interactive. We assume that individuals entering UC programs bring with them a diversity of attributes and experiences and we find that this mode of teaching and learning works best with graduate students who bring to the class considerable knowledge and experience to contribute to the overall learning experience of the class.

3b Timetable of activities, such as lectures/ tutorials/ practicals/ field classes, showing key dates and topics

A list of readings for each topic is available on Moodle. You should check it regularly as material will be added as the Unit progresses. You should have access to the Moodle site for this Unit automatically. If you do not, please contact the Unit Convener immediately.

Further details of workshop topics will be provided on Moodle.

Date	Topic
Monday	<p>Module 1: Public Management at the interface</p> <p>This module introduces Public Management at the interface with other sectors within the context of governance models.</p> <p>It begins by examining the nature of contemporary public policy:</p> <ul style="list-style-type: none"> - From <i>hierarchy</i> to <i>New Public Management</i> - ‘Publicness’, public interest and public value - The role of the state and its officials <p>The session asks several key normative questions: what <u>should</u> governments do? And after answering that question: <u>how</u> should governments deliver those services for which they have assumed responsibility?</p> <p><u>It will conclude with a brief overview of Key Skill 1 in Public Management: Designing Citizen-Centred Policy</u></p>
Tuesday	<p>Module 2: The interface between the public and private sectors</p> <p>In this module we consider the methods through which the public-private interface has been changing. In particular it explores the deployment of private enterprise in the delivery of ‘public goods’. It involves consideration of ‘privatization’ technologies which affect the balance between public and private sector organizations in the delivery of public services:</p> <ul style="list-style-type: none"> - Public-Private partnerships - Privatization - Public Enterprise <p><u>It will conclude with a brief overview of Key Skill 2 in Public Management: Collaboration in Governance</u></p>
Wednesday	<p><i>Public and private (cont)</i></p> <p>This module continues the examination of methods of managing across the public-private interface and will include an extended class exercise.</p> <p>In the afternoon session there will be a mid-Unit test.</p>
Thursday	<p>Module 3: The interface between the public sector and civil society</p> <p>In this module we explore the changing engagement between the state and society; the role of civil society groups in the determination of public policy objectives; and the involvement of NGOs in the delivery of public services. Here we will discuss the prospects and limits of civil society engagement.</p> <p>Topics include joined-up government and horizontal governance,</p>

	<p>roles of not-for-profit and non-government organizations.</p> <p><u>It will conclude with a brief overview of Key Skill 3 in Public Management: Stakeholder Management</u></p>
<i>Friday</i>	<p>Module 4: Service transformation</p> <p>In this module we examine the shifting dimensions of governance. Here we consider how the practice of public management can be enhanced by developing core skills and tools around:</p> <ul style="list-style-type: none"> - Change management - Evidence-based policy and evaluation - Policy learning <p>Key topics here will include the drivers for change, service transformation, citizen engagement, movements such as 'big society'.</p> <p><u>It will conclude with a brief overview of Key Skill 4 in Public Management: Tackling Wicked Policy Problems</u></p>

4: Unit Resources

4a Lists of required texts/readings

There is no single set textbook for the Unit. A collection of required and supplementary reading is available from the Moodle site accompanying the Unit. Be sure to look at the site before each class and do the reading which has been set for each session: this will enable you to participate more fully in the classes.

4b Materials and equipment

Students should have access to a computer with internet connection.

4c Unit website

There is a Moodle site for the Unit which students are expected to check regularly. For Unit readings and resources in the University of Canberra Library see Moodle. To find your Unit site online, login to [LearnOnline\(Moodle\)](#) using your student ID.

5: Assessment

5a Assessment overview

Assessment item (including exams held in the exam period)	Due date of assessments	Weighting (total to equal 100%)	Addresses learning outcome(s)	Related generic skill(s)
1. Mid-Unit test (in-	Wednesday afternoon,	30%	1,2,3,4	1,2,3,4,5

class)	13 th April			
2. Individual research topic (1500-2000 words)	22 nd April	40%	1,2,3,4	1,2,3,4,5
3. Exam	TBA	30%	1,2,3,4	1,2,3,4,5
		100%		

UC Generic Skills

- 1 - Communication
- 2 - Analysis and Inquiry
- 3 - Problem Solving
- 4 - Working independently and with others
- 5 - Professionalism and Social Responsibility

5b Details of each assessment item

Assessment 1: Mid-Unit test (Two hours)

This test will involve a case study from which a series of questions have been drawn. Students will be expected to answer in short paragraph form.

Assessment 2: Individual research topic

Students will choose a topic after discussion with the Unit Convener and undertake a research paper on that topic. Topics could include these types of question:

- Public-private partnerships
- Managing transnational policy problems
- Networks in service provision
- Governance of collaboration
- Citizen involvement in the policy process
- Partnership approaches to wicked policy problems

The research topic is designed for students to review the literature on the topic and make an informed judgment about the issue that have been studied. The final product of this assessment task should draw on the debates, evidence, concepts and theories being explored in the Unit.

General guidance for the research paper

The most important point is to start the process of thinking, researching and writing your research paper early, particularly as this is an intensive course.

It is expected that you will conduct your own research for the research paper and use the readings on Moodle as a starting point. A Further Reading list is provided as a guide to assist you to sample the literature outside the introductory papers which have been posted on Moodle.

1. When you come to do the research for your essay, you should treat your notes as no more than an introduction to the topic. Once you have consulted them you should concentrate on reading more widely so that you develop a more comprehensive understanding of your chosen topic. There is no magic number of references that you should consult but it is unlikely that a complete response can be written with less than 8 readings in total, combining both peer-reviewed/academic/scholarly readings and non-academic readings, including

- government policy documents.
2. You should aim to provide a credible, structured, coherent and reflective response. There is no one answer to any of the questions. The important thing is that you demonstrate knowledge of the fields we have studied by drawing on a range of literature found in books and journal articles. How you decide to approach the essay is up to you and will require some creative thinking as well as attention to how you will structure your argument.
 3. You need to demonstrate that you have a clear understanding of the main issues that are at stake and be able to select and analyse those that are most relevant to what you are studying empirically. This will require evidence of wide reading through referencing, direct quotations and examples taken from the literature.
 4. Your research paper should have a well-defined structure. In most papers, the structure of your assignment should be outlined in the introduction. You shouldn't leave your reader guessing about either your argument or how you intend to go about defending it.
 5. You must attempt to answer the question in an 'academic' manner. Do not use phrases such as 'I think that...' or 'I believe that...' This does not mean that you should not put your own views in your response. On the contrary, this is an important part of the exercise but it means that you must do so in a way that shows that you are aware of competing arguments and their relative strengths and weaknesses by drawing on examples and evidence to justify your contention. This means that you should not engage in one-sided assertions.
 6. Your conclusion should draw your arguments to a close and demonstrate that you have answered the question set. You will often find conflicting arguments and evidence so your conclusion does not need to make a definitive statement. A conclusion that acknowledges and explains why an assessment is difficult because of the variety of arguments is just as valid.
 7. Your reference list should provide a list of all of the publications that you have referred to in your paper. You can use any referencing system as long as you use it consistently. If you don't have a preference, or don't know which approach to use, then the Harvard system is recommended. Details about how to reference using the Harvard system can be found at:
http://www.lib.unimelb.edu.au/cite/harvard_dis/.
 8. **Important:** You should familiarise yourself with the University's policy on academic integrity. A broad guide is that any more than six words quoted directly from a text should be placed into quotations marks and referenced. Alternatively, you can paraphrase and then cite the source.

Late submissions of Assessments will be penalised at the rate of 5% per day from the due time. Very late submissions will receive a maximum of 50%. You can avoid late penalties by seeking an extension from the Unit Convener. Extensions are normally only given for medical reasons and other unavoidable commitments.

Assessment criteria

See student assessment sheet on page 9 of this Unit Outline.

Submission of individual research paper

All assessment items are to be submitted online via the unit Moodle site drop box. The length of the research paper should be 1500-2000 words.

The first page of each research paper should include the following information:

Student name:

Student ID:

Title of research paper:

Word count (if applicable):

Assessment 3: Examination

The exam will consist of six essay-type questions, from which students are expected to answer three questions. One question is compulsory and is general in nature to gauge broad understanding of the totality of the Unit. The other questions are concerned with the different mechanisms by which the public-private-civil society interfaces are under pressure to change. Students will select any two of these questions. The time allowed for the exam will be three hours. Students may bring notes into the exam. Further details will be posted on Moodle closer to the scheduled examination time.

Student Assessment Sheet – Individual Research Paper

STUDENT ID	STUDENT'S NAME					UNIT CODE								
High Quality Indicators Shows wide-ranging detailed knowledge Shows a firm grasp of key concepts Explicitly and directly addresses the key issues Analyses and applies the major arguments relevant to the question Develops a logical effective argument of their own Supports argument effectively with evidence and examples Is well structured Is well and correctly referenced Is coherent and well-written	MARKER'S ASSESSMENT					Poor Quality Indicators Inadequate basic knowledge Little or no awareness of key concepts Fails to address or only tangentially addresses the key issues Lacks clear identification of the major arguments Argument confused, ineffectual or excessively derivative Fails to offer, or does not deploy, examples and evidence effectively Lacks a clear structure Lacks references Is muddled and badly-written								
	Outstanding 85-100	Superior 75-84	Good 65-74	Satisfactory 50-64	Unsatisfactory 0-49									
<p>The suggestions highlighted below identify areas where particular attention is warranted in order to strengthen the quality of your research paper.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;">Reading/Research</td> <td style="width: 25%; border: none;">Critical skills/ Argument</td> <td style="width: 25%; border: none;">Examples/ Evidence</td> <td style="width: 25%; border: none;">Overall structure</td> </tr> <tr> <td style="border: none;">Introduction</td> <td style="border: none;">Conclusion</td> <td style="border: none;">Referencing/ Bibliography</td> <td style="border: none;">Written Style/ Grammar</td> </tr> </table>							Reading/Research	Critical skills/ Argument	Examples/ Evidence	Overall structure	Introduction	Conclusion	Referencing/ Bibliography	Written Style/ Grammar
Reading/Research	Critical skills/ Argument	Examples/ Evidence	Overall structure											
Introduction	Conclusion	Referencing/ Bibliography	Written Style/ Grammar											
MARKER'S COMMENTS														
MARK														
MARKER:			DATE:											

5c Grade Descriptors

The grade descriptors listed below are broad indices. They are not intended to replace any other statements on marking criteria issued by the University of Canberra that have been developed in accordance with University guidelines.

Designated Grade	Verbal Description
High Distinction (HD) 85% - 100%	Work of outstanding quality on the learning outcomes of the subject, which may be demonstrated in areas such as criticism, logical argument, interpretation of materials or use of methodology. This grade may also be given to recognise particular originality or creativity.
Distinction (DI) 75% - 84%	Work of superior quality on the learning outcomes of the subject, demonstrating a sound grasp of content, together with efficient organisation and selectivity.
Credit (CR) 65% - 74%	Work of good quality showing more than satisfactory achievement on the learning outcomes of the subject, or work of superior quality on a majority of the learning outcomes of the subject.
Pass (P) 50% - 64%	Work showing a satisfactory achievement of the learning outcomes of the subject.
Ungraded Pass (UP) 50% - 100%	Work showing achievement of the learning outcomes of the subject to a satisfactory level or better.
DX	Deferred Examination result pending
SX	Supplementary Examination result pending
Fail (NW,NX,NC,NS or NN) * 0% - 49%	Work showing an unsatisfactory achievement of one or more learning outcomes of the subject, and not qualifying for the grade of pass or conceded pass.

5d Special assessment requirements

Students must complete **all** assessments tasks to achieve a Pass grade in this Unit.

5e Supplementary assessment

Refer to the UC [Supplementary Assessment Policy](#)

5f 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](#).

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.

5g 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.](#)

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 Inclusion and Welfare

Students who need assistance in undertaking the unit because of disability or other circumstances should inform their Unit Convener or [Inclusion and Welfare](#) as soon as possible so the necessary arrangements can be made.

6c Participation requirements

As per item 3b above, students are expected to attend all sessions in the Unit and participate to their best ability.

6d Withdrawal

If you are planning to withdraw please discuss with your unit convener. Please see [Withdrawal of Units](#) for further information on deadlines.

6e Required IT skills

Students require basic word-processing skills and an ability to search and retrieve documents using library databases.

6f In-Unit Costs: N/A

6g Work placements, internships or practicums: N/A

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 be then 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.