



UNSW
SYDNEY

Australia's
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University



SRAP5001

Policy Analysis

Term One // 2020

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|--------------|--------------------------|----------------|--------------------------------------|-------|
| David Coombs | david.coombs@unsw.edu.au | By appointment | Morven Brown, 112, 209, or 221 | |

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

This course is an academic inquiry into practice, and it draws on both academic and practical knowledge.

The key learning objective of the course is to expand the ability of students to mobilise academic knowledge to enhance their understanding of policy processes. Students come to this course from a diversity of backgrounds, in terms of education, prior experience and current occupation, and so they encounter it differently, and different learning strategies are appropriate. What everyone needs is to be able both to interrogate the academic literature and to interrogate policy practice.

Course Learning Outcomes

1. Understand a range of theoretical concepts of policy and the policy process
2. Apply policy theory as a tool in the analysis of policy issues
3. Demonstrate developed improved presentation and analytical skills
4. Display a broader understanding of the organisations and dynamics that surround the policy development and policy decision-making processes

Teaching Strategies

Rationale:

This course is an academic inquiry into practice, and it draws on both academic and practical knowledge. Policy is a social construct: it is not something that is just there, but something that people put together, which means that we have to ask how it is put together, and what holds it together. The people making use of this construct are more often practitioners than academics, and the way that they use the concept will reflect their own experience. This means of course, that policy might look different from different perspectives. It means, too, that we can identify more than one component in policy. The important thing is to ask ourselves how is this concept of policy used to help us, and the people involved, make sense of the process of governing?

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Teaching strategies:

The course brings academic knowledge to bear on practice, and calls on students to master the analytical material in the academic literature, and to bring it to bear on their own experience and the

experience of others, as reported in the literature and in class discussion.

There is one two-hour class each week, and it is assumed that students will spend a further six hours a week reading and writing. The discussion of the prescribed reading will be an important part of the class where students will be actively engaged and challenged to share their insights and reflections on what they think the material reveals about policy.

The class has elements of both lecturing and discussion, in varying combinations. Sometimes tasks will be given to small groups, for discussion either in class or outside of it, and reporting back. This will call on (or develop) students' skills of working collectively, and of effective reporting. The challenge for students will be to contextualise the discussion so that the theoretical material relates to their professional and/or personal context.

Assessment

Further information about the requirements, expectations and marking criteria for assessment tasks will be available on Moodle.

Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---------------------------------|--------|---------------------|------------------------------------|
| Policy Case Study: Report | 35% | 20/03/2020 11:59 PM | 1,2,4 |
| Policy Case Study: Presentation | 15% | 23/03/2020 08:00 PM | 1,2,3,4 |
| Policy Briefing | 50% | 01/05/2020 11:59 PM | 1,2,4 |

Assessment Details

Assessment 1: Policy Case Study: Report

Start date: Not Applicable

Details: Individual written report (with respect to Policy Case Study: Presentation), 1500 words. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Assessment 2: Policy Case Study: Presentation

Start date: Not Applicable

Details: Group presentation, maximum 10 minutes. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.

Additional details:

Submission of Peer Assessment Scores

You must submit your peer assessment scores on the same day of your presentation. All members of the group must submit a peer assessment score sheet. The peer assessment score sheet should be submitted in a sealed envelope or folded over so that your scores are not visible to others.

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Policy Briefing

Start date: Not Applicable

Details: Individually written policy briefing, 1500 words. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.

Turnitin setting: This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|-----------------------------------|--------------|---|
| Week 1: 17 February - 21 February | Seminar | <i>Introduction to Course</i> |
| Week 2: 24 February - 28 February | Seminar | <i>Policy Analysis: Theoretical Approaches</i> |
| Week 3: 2 March - 6 March | Seminar | <i>Policy Contexts and Policy Cycles</i> |
| Week 4: 9 March - 13 March | Seminar | <i>Policy as problem-solving, pursuing goals and achieving implementation</i> |
| Week 5: 16 March - 20 March | Blended | Group analysis of policy problem |
| Week 6: 23 March - 27 March | Presentation | Case Study Group Presentations (assessed) |
| Week 7: 30 March - 3 April | Seminar | <i>Policy agents and Street-Level bureaucracy</i> |
| Week 8: 6 April - 10 April | Seminar | <i>Analysis for and analysis of policy</i> |
| Week 9: 13 April - 17 April | Reading | No classes this week due to Easter Monday public holiday |
| Week 10: 20 April - 24 April | Seminar | <i>Policy, central control and coordination issues</i> |
| Week 11: 27 April - 28 April | Seminar | <i>Policy implementation and policy failures</i> |

Resources

Prescribed Resources

Core text

Colebatch, H. K. (2009). *Policy*. Buckingham, UK: Open University Press.

This text is available online as an ebook from the UNSW Library at <http://ebookcentral.proquest.com/lib/unsw/detail.action?docID=771413>. It can also be purchased in hardcopy from the UNSW Bookshop (9385 6622 or <http://www.bookshop.unsw.edu.au/index.html>).

Recommended Resources

Weekly required and supplementary readings

The weekly seminar schedule above lists required and supplementary readings for each topic. You must do the required readings before class. These can be accessed via Moodle.

Highly recommended

Bacchi, C. (2009). *Analysing Policy: What's the problem represented to be?*. Frenchs Forest: Pearson Australia

Head, B. & Crowley, K. (2015). *Policy Analysis in Australia* [eBook]. Bristol, UK: Policy Press (available through UNSW library)

Hill, M. (2014). *The Public Policy Process* (6th edn). Harlow, England: Pearson Longman.

Sinclair, S. (2016). *Introduction to Social Policy Analysis: Illuminating Welfare*. Bristol, UK: Policy Press

The following texts are **recommended** reading only. While you are encouraged to engage with the content of these texts it is not absolutely necessary as they are additional to the course content provided.

Lister, R. (2010). *Understanding Theories and Concepts in Social Policy*. Bristol: Policy Press.

Haigh, Y. (2012). *Public Policy in Australia*. Melbourne: Oxford University Press.

You are also advised to learn to interrogate the literature to supplement the recommended readings, and you will need to do this for your assignment work. Here are leading journals in the field of public & social policy that will be useful for your assignments at the Postgraduate Level.

- Australian Journal of Public Administration
- European Journal of Political Research
- Journal of Public Policy
- Journal of Policy Analysis and Management
- Policy Sciences
- Policy Studies Journal
- Social Policy & Administration
- Social Policy & Society

- Policy and Politics
- Public Administration Review
- Regulation and Governance
- Critical Social Policy

Recommended online materials and other useful sources

Australian Policy Online <http://apo.org.au/>

ANZSOG Institute for Governance <http://www.governanceinstitute.edu.au/>

Australian Strategic Policy Institute <http://www.aspi.org.au/>

Centre for Economic Research Policy <https://cepr.org/>

Centre for Evidence Based Intervention <https://www.spi.ox.ac.uk/cebi>

The Policy Lab <https://arts.unimelb.edu.au/the-policy-lab>

The Conversation <https://theconversation.com/au>

You will benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library":

You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

Course Evaluation and Development

We value your feedback to help improve the course. We make changes each year based on student feedback. You will have access to formal and informal feedback mechanisms during the semester. Your feedback ensures that the course content, delivery mode and assessment tasks remain highly targeted to ensure you ongoing development, learning and engagement throughout the semester. Please discuss any course-related issues with the Course Convenor in the first instance.

Submission of Assessment Tasks

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

Image credit: Getty / Cole Bennetts / ABC

News <https://www.abc.net.au/news/2016-04-18/casino-mike-baird-targeted-in-sydney-mural/7335842>

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