SOCS3100: Policy Development, Program Management and Evaluation

Course Outline

Callaghan & Ourimbah
Semester 1, 2008

Course Co-ordinator: Dr Michael Howard – Ourimbah
Room: HO1.69
Ph: 4349 4458; Fax: 02 4348 4075
Email: Michael.Howard@newcastle.edu.au

Consultation hours: Thursday 1-2pm (Callaghan, Room W345); Monday 12-1pm; Wednesday 2-3pm (Ourimbah); or by appointment.

Tutor: Victor Quirk (Callaghan)
Email: Victor.Quirk@newcastle.edu.au

Tutor: Michael Farrell (Ourimbah)
Email: tba

Unit Weighting
10

Teaching Methods
Lecture
Tutorial
**Brief Course Description**

This course is a prescribed course for students enrolled in the Bachelor of Social Science and is also open to all students as an elective.

This course provides an understanding of how to formulate, implement, manage and evaluate social programs and social policies by developing skills in systematic reviews, policy briefs, social audit, social impact analysis, and needs analysis in relation to real-life case studies. Includes consideration of ethical issues and development of skills in dealing with clients and institutional stakeholders.

**Contact Hours**

Tutorial for 1 Hour per Week for the Full Term  
Lecture for 1 Hour per Week for the Full Term

**Learning Materials/Texts:**


Students are strongly recommended to purchase the textbook; lectures will be structured around this text. It is available from the United Campus Bookshop (Callaghan campus) and the Co-op Bookshop in Newcastle and on the Ourimbah campus. The text is also available from the Short Loan sections of the Auchmuty and Ourimbah libraries.

**Course Objectives**

On successful completion of this course students will be able to:

1. Demonstrate an understanding of a range of theoretical perspectives, research methods and debates on policy development, program management and evaluation.
2. Critically appraise and discuss the relevant literature in written and oral forms.
3. Conduct the planning, implementation and evaluation of programs and policies.
4. Effectively respond to the demands of clients, institutional stakeholders, the community and profession, particularly in terms of ethical and reflexive practice.
5. Effectively prepare a job application and undertake a job interview by being able to identify transferable experiences and skills gained through study.

**Course Content**

This course provides a grounded examination and skill development in policy development, program management and evaluation. It contributes to the development of core skills including critical thinking and analysis, problem solving, communication skills, and commitment to ethical practice. Topics covered may include:

1. Social, Political and Economic environment: Competing perspectives and debates.
2. The nature of policy development, program management and evaluation.
3. Ethical issues: Approaches to ethical decision making.
4. Influencing policy processes and agendas.
5. Project and program design, implementation and evaluation.
6. Strategies and skills in policy development, program management and evaluation.
7. Using research methods and tools.
8. Participatory action research.
10. Practical aspects of information systems.
11. Financial management.
12. Communication and presentation of outcomes.
13. Being a reflective-practitioner in the policy, program and evaluation process.

**Assessment Items:**

**Essay/Written Assignments:**

1750 words (35%)  
750 words (10%)

Project: Case Study, 1750 words, 35%  
Presentation: Tutorial oral presentation supported by 750 word paper; 20%

(nb. for further details, see p. 9)

**Assumed Knowledge**

Nil.
Callaghan Campus Timetable

SOCS3100

PROGRAM MNGT, POLICY DEV & EVA
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

Lecture Thursday 11:00 - 12:00 [V07]
and Tutorial Thursday 12:00 - 13:00 [W238]
or Thursday 14:00 - 15:00 [GP3-22]
or Thursday 15:00 - 16:00 [MCG28C]

Ourimbah Timetable

SOCS3100

PROGRAM MNGT, POLICY DEV & EVA
Enquiries: School of Humanities and Social Science
Semester 1 - 2008

Lecture Friday 12:00 - 13:00 [O_CS1.03]
and Tutorial Friday 13:00 - 14:00 [O_CS2.03]
or Friday 14:00 - 15:00 [O_CS2.03]

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks. Please go to the Policy at [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html) for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the due date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be received in the Student Hub no later than ten working days prior the first date of the examination period.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are: For semester 1 courses: 31 March 2008

Students may withdraw from a course without academic penalty on or before the last day of semester. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**Faculty Information**

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.

The four Student Hubs are located at:

- **Callaghan campus**
  - Shortland Hub: Level 3, Shortland Union Building
  - Hunter Hub: Student Services Centre, Hunter side of campus

- **City Precinct**
  - City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

- **Ourimbah campus**
  - Ourimbah Hub: Administration Building

**Faculty websites**

**Faculty of Education and Arts**
Contact details
Callaghan, City and Port Macquarie
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au
Ourimbah
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability
Important Additional Administrative Information

Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

(i) Hard copy submission:

- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet**: All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at**:
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments**: All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

(ii) Online copy submission to Turnitin

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Tutorial paper
- Essay
- Research Case Study

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.


Special Circumstances

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

No Assignment Re-submission

Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted, taking into consideration all of the following:

1. whether the student had discussed the matter with the Course Coordinator
2. the case put forward by the student for a re-mark
3. the weighting of the assessment item and its potential impact on the student’s final mark or grade
4. the time required to undertake the re-mark
5. the number of original markers, that is,
   a) whether there was a single marker, or
   b) if there was more than one marker whether there was agreement or disagreement on the marks awarded.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

Moderation may be applied when there is a major discrepancy (or perceived discrepancy) between:

1. the content of the course as against the content or nature of the assessment item(s)
2. the content or nature of the assessment item(s) as against those set out in the Course Outline
3. the marks given by a particular examiner and those given by another in the same course
4. the results in a particular course and the results in other courses undertaken by the same students.

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services is available @ http://www.newcastle.edu.au/currentstudents/index.html
Orientation of course

The territory signified by the title of this course is far-reaching. The course obviously has to be oriented to policies and programs but a decision had to be made as to whether to focus more on the ‘development’ or the ‘management’ aspect of programs. Students already get a substantial overview of generic management theory in SOCS2100 so this course focuses more on the ‘development’ or, if you like, ‘policy’ side – the way broad objectives and directions of programs and institutions are decided, implemented and evaluated. The relevant academic label for this type of study is ‘policy science’ or ‘policy studies’.

Within the policy studies literature one can further discern two strands: ‘analysis of policy’ and ‘analysis for policy’. The first is often seen as adopting a ‘realist’ approach. It studies the way policies and programs are formulated in real life, how and why different sorts of policies and programs emerge at different times, places, and conditions. The second approach – ‘analysis for policy’ – is seen as having a more ‘normative’ approach, seeking to recommend particular policy-making processes and particular types of policies (policy ‘outcomes’). Within this latter strand there are texts which seek to make recommendations about the policy process in general – what is a ‘good’ process for policy development and implementation. Some of these writings take a ‘how to’ approach, offering a handbook of practical tips for aspiring policy workers at various levels in government and other organisations.

For this course the approach taken in regard to the study of policy development has been to emphasise the academic literature associated with the first approach, ‘analysis of policy’. Thus the course, via the textbook, provides an overview of the academic literature on the variables that influence the type of policy-making process and the substantive content of policies that result. Having a good grasp of the empirical evidence (what ‘is’) is a sensible basis from which to consider normative judgements (what ‘ought to be’) as well as being able to evaluate the skill-oriented ‘how to’ handbook literature. While the focus will be on academic model-building, the course will also explore the implications of this literature for policy worker skills and students will be referred to relevant texts.

Assessment

| (i) | 20% | Tutorial presentation and 750 word paper |
| (ii) | 10% | B.SocSc students: Careers Project (job application) (due April 11, 4pm)  
Other students: 750 word tutorial paper (no presentation) (due throughout semester) |
| (ii) | 35% | Essay (1750 words, due Friday May 16 4pm) |
| (iv) | 35% | Policy Research Case Study (1,750 words, due June 6 4pm) |

(i) Tutorial

Presentation and paper

Tutorial presentations will commence in Week 3. Most weeks there will be three presenters; each should speak for 8-10 minutes. The presenters should present a brief (150 word max) summary and critical evaluation of the textbook chapter for that week. They should also respond to at least 3 of the questions that will be placed on Blackboard. They should use an overhead projector or (if it is available and they prefer) PowerPoint.

Table of Contents

| Table of Contents |  |
| Orientation of Course | 9 |
| Assessment | 9 |
| Tutorial presentation and paper | 9 |
| Careers Project/Second tute paper | 10 |
| Essay | 11 |
| Policy Research Case Study | 12 |
| Course Topics | 14 |
| Weekly Reading Guide | 14 |
| Useful References | 17 |
Presenters must hand in a 750 word paper on the day of their presentation. In preparing their paper they must read two of the additional references for each week listed below. You should make sure you write ‘in your own words’. Do not rely on many quotes from the textbook or marginal changes in the author’s wording; learn to trust your own ability to convey the author’s meaning and to form your own assessments.

**Grading:**
The class presentation will be worth 6 marks; the report handed in worth 14 marks.

The mark for the class presentation will also take account of:
- the clarity and flair with which you communicated your content to the class (eg effective use of overheads or PowerPoint);
- voice projection; eye contact with audience;
- engagement with, and response to questions from, the class;

The mark for the report will take into account the following:
- extent to which you demonstrated understanding of the textbook chapter;
- use of additional reading;
- response to the questions selected;
- written expression.

**Group Discussion**

I would strongly encourage students to attend around 75% of the weekly tutorials. The reason for this is to ensure students get access to a diverse range of views on the textbook and the issues arising. You must read the textbook chapter each week. You are strongly encouraged to read at least one of the additional references; this extra reading will make the textbook easier to understand. Althaus et al (207) (also the earlier editions by Bridgman and Davis) and Anderson (2006) are very clear and helpful texts.

I would expect that, over and above the presentations, there will be around 20-25 minutes for group discussion. The weekly group discussion will encompass the following:

(i) Clarification of terms/concepts used in the textbook
(ii) Discussion of the issues raised in the textbook and the presentations
(iii) Discussion of how the textbook chapter and related references might be able to be drawn on for the policy research case study. 

(From week 6, 3 students in each tutorial will be invited to give a brief report on the progress of their case study. Students should obtain some general background in the policy field they select for their case study; they should use this general knowledge to inform their weekly reading of the textbook (‘does anything in the chapter seem to fit what I know of my policy field?’)

(ii) **Careers Project/Second Tute Paper**

**B SocSc students**
This task is part of the careers stream in all BSocSci prescribed courses. It provides students with skills in developing formal job applications. The Careers Service will mark, and provide feedback on, a ‘simulated’ job application. Students will be able to choose from a number of job advertisements provided by Careers Service. Staff from Careers Service will provide input on how to prepare a job application; this input will be provided in the second half of the tutorial hour in Weeks 3 and 4. Staff from Careers Service will also be available to hold, and provide feedback on, ‘mock’ job interviews for those students who request this; this interview will not be compulsory, however.
**Students in other degree programs**

In lieu of the Careers Project, these students will submit an extra 750 word tutorial paper, worth 10%. The guidelines for this will be the same as for the main tutorial paper, except that additional reading and no oral presentation to the class will be required.

**(iii) Essay**

Students should select one of the following questions:

1. ‘Agenda-setting’ refers to the way in which certain issues receive at least some attention within government while others do not’. Who or what sets the agenda?

2. ‘Politics renders objective research and the technical expert insignificant at every stage of the public policy process’. Evaluate this statement.

3. What do Howlett and Ramesh mean by the policy sub-system? How do they see different types of policy sub-systems influencing the impact of broad economic, social and political forces on policy change in particular fields?

4. Outline the rational and incremental models of decision-making and their strengths and weaknesses as an account of how policy-making is undertaken and should be undertaken. Try to illustrate your discussion with some references to policy-making in Australia.

5. What are the factors that often give rise to a ‘gap’ between a major policy decision and its implementation? Assess the suitability of some of the strategies to close this gap that have emerged from the study of implementation failure?

6. ‘Policy evaluation should be both a political and a technical exercise’. What do you see as the attributes of an appropriate and effective policy evaluation? Are policy evaluations like this common?

7. Drawing on academic sources, compare the likely role of the following actors in the main stages of the policy process:

   academic researcher, social movement activist, corporate lobbyist, senior bureaucrat, Minister, front-line professional service deliverer, service user, voter.

8. Howlett and Ramesh take an empirical approach – they study how policy is made. But other contributors take a prescriptive approach (how policy should be decided), often reflecting particular values, theories or research methods. Outline and evaluate some of the advocacy and recommendations you have encountered in your reading. What process would you like to see?

**Further comments**

1. The ‘stages’ of the policy process refers to agenda-setting through to evaluation (see chapters 5-9 of the textbook).

2. For an essay of this length and weight (35% of course assessment) I would expect students to show strong familiarity with the textbook but also to draw on at least 4 of the additional references or other sources (including academic journal articles). ‘All things being equal’, the more references you draw on the higher your mark is likely to be. But, of course all things are not usually equal - care in your written expression, the organisation of the essay, some insights and independent thinking are taken into account, not just how many items you list in your bibliography.

**Grading**
The mark for the essay will take into account the following:

Breadth/depth of reading
Addressed the question
Organisation of essay
Clarity and coherence of argument
Understanding of relevant concepts
Critical analysis and evaluation of relevant reading
Marshalling of evidence to support argument
Accuracy in use of reading
(iv) Policy Research Case Study

The aim of the case study is to research the development of a particular public policy/program and assess the relevance to that case of some of the general concepts in the policy science literature. This exercise is especially designed to draw attention to the role of policy monitoring and evaluation in the policy development process.

Policy topics:

Students should select from one of the topics in the list that follows. The topics have been selected because the policy/program was

(i) in most of the cases, controversial at the time of its advocacy and introduction;
(ii) following implementation, was the subject of high profile monitoring and evaluation by government and/or other stakeholders which in turn opened up the prospect of a new cycle of policy development.

**

Employment services

Income support
  Work-for-the-Dole 1996-2006

Health
  The 30% subsidy to private health insurance, 1996-2006.

Education
  HECS 1983-1996 (or 1996-2006)

Mandatory detention, 1990-2006

‘A precondition to privatisation of Telecom’: efforts to increase telecommunications standards in regional and remote areas, 1996-2006.

Outsourcing of IT by the Howard government, 1990-2006.


Deregulation of banking: Cambell Inquiry, 1979 - Martin report, 1991 (best to focus on one aspect eg removal of control over bank lending, licensing of foreign banks).

**

Case study questions and headings:

Doing the case study will entail answering two sets of questions:

(i) What happened in this case? Can I see a pattern in the events that unfolded?
(ii) Does this pattern illustrate (is it consistent with) any of the findings, theories or observations put forward in various chapters of the textbook?

The case study should begin with some chronological summary of the main developments. This might take around 10% of he total word length.
Using headings that correspond to chapter 2-10 of the textbook, you should then discuss whether the case illustrates any of the perspectives referred to by Howlett and Ramesh in regard to:

Policy actors and institutions  
Policy instruments  
Agenda-setting  
Policy formulation  
Decision-Making  
Implementation  
Evaluation  
Understanding Policy Change.

YOU MAY FOCUS ON THREE OF THESE HEADINGS BUT TRY TO OFFER A COMMENT IN REGARD TO ALL THE HEADINGS, HOWEVER BRIEF. In general, the chapters on agenda-setting and formulation might be less relevant than the chapters on implementation and evaluation. This would be true for policies launched as soon as the Howard government took office in 1996, though less true for policies modified in the wake of later evaluations.

You will need to exercise some flexibility and discretion in the exact way you structure and set out your report as each case will have its own logic of presentation. Most of your discussion will relate to ‘what happened’ in the case but it is vital that you spend 20% OR MORE of your case study illustrating how your empirical material illustrates some of the observations in the textbook.

You will also have latitude as to what period of time you cover. The dates above are suggestions. You might wish to cover a shorter time frame in more depth. This will be partly dictated by the information you manage to obtain.

I will post a guide to information resources for the case study on Blackboard early in the semester. I will also shortly post on Blackboard more detailed questions that will help you to structure your discussion.
### Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Week beginning</th>
<th>Lecture and Tutorial Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>February 18</td>
<td>Overview</td>
</tr>
<tr>
<td>2</td>
<td>February 25</td>
<td>Studying the Policy Process</td>
</tr>
</tbody>
</table>
| 3    | March 3        | Theories of the Policy Process  
(2nd half of tutorial: Job Applications – Careers Service) |
| 4    | March 10       | Policy Actors and Institutions  
(2nd half of tutorial: Addressing Selection Criteria – Careers Service) |
| 5    | March 17       | NO CLASS (Self-directed Study) |
|      | Good Friday    |                           |
|      | March 21       |                           |
| 6    | March 24       | Policy Instruments         |
| 7    | March 31       | Agenda-Setting             |
| 8    | April 7        | Policy Formulation         |
|      | Mid-Semester Recess: Monday April 14 - Friday April 25 |
| 9    | April 28       | Policy Decision-Making     |
| 10   | May 5          | Policy Implementation      |
| 11   | May 12         | Policy Evaluation          |
| 12   | May 19         | Understanding Policy Change |
| 13   | May 26         | ‘The How To’s’: Skills and Attributes for Policy Workers |
| 14   | June 2         | Study vacation as per University policy  
No tutorials this week |

### Weekly Reading Guide

(nb. full details of these books are given under Useful References, p 18.)

**Week 2 (Feb 25) Studying the Policy Process**

**Main reading:** Howlett and Ramesh, ch 1


**Week 3 (March 3) Theories of the Policy Process**

**Main reading:** Howlett and Ramesh, ch 2

Week 4 (March 10): Policy Actors and Institutions
Main reading: Howlett and Ramesh, ch 3

Week 5 (March 17): NO CLASS

Week 6 (March 24): Policy Instruments
Main reading: Howlett and Ramesh, ch 4 and pp 194-206.

Week 7 (March 31): Agenda-Setting
Main reading: Howlett and Ramesh, ch 5

Week 8 (April 7): Policy Formulation
Main reading: Howlett and Ramesh, ch 6

Mid-Semester Recess: April 14 to April 25

Week 9 (April 28): Policy Decision-Making
Main reading: Howlett and Ramesh, ch 7

Week 10 (May 5): Policy Implementation

Week 11 (May 12): Policy Evaluation
Main reading: Howlett and Ramesh, ch 9;

Week 12 (May 19): Understanding Policy Change
Main reading: Howlett and Ramesh ch 10 and 11.

Week 13 (May 26): The ‘How To’s’ - Skills and Attributes for Policy Workers

Week 14 (June 2): No lecture/tutorial.
Useful References


