Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

SOCS3100: Policy Development, Program Management and Evaluation

Course Outline
Callaghan and Ourimbah
Semester 1, 2010

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Consultation hours: Callaghan: Thursday 11-12noon; Ourimbah: Wed 3-4pm, Friday 3-4pm.

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

Course Overview

 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

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2010

CTS Download Date: 12.2.10
Learning Materials:
A Course Reader will be used, not a textbook.

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

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>1750 words; 35%; due week 10. (Assesses course objective 1 &amp; 2)</td>
</tr>
<tr>
<td>Project</td>
<td>Research Case Study Project; 1500 words; 30%; due end of semester.</td>
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<tr>
<td></td>
<td>(Assesses course objective 3 &amp; 4)</td>
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<tr>
<td>Project</td>
<td>Careers Project; 1000 words; 10%; due mid semester.</td>
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<tr>
<td></td>
<td>This task is part of the careers stream in all BSocSci prescribed courses. It provides students with skills in developing formal job applications. Individualised feedback will be provided by University Careers Service staff, who will also conduct an interview practice session for each student. (Assesses course objective 5)</td>
</tr>
<tr>
<td>Presentations - Tutorial</td>
<td>Oral presentation supported by 750 word essay; 15%; 2 x 250 word papers.</td>
</tr>
<tr>
<td></td>
<td>Due throughout the semester. (Assesses course objective 2)</td>
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</tbody>
</table>

Assumed Knowledge
40 units of study at 1000 level.

Callaghan Campus Timetable

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Tutorial</td>
<td>Thursday</td>
<td>10:00 - 11:00 [V10]</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>11:00 - 12:00 [V25]</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>12:00 - 13:00 [V104]</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>13:00 - 14:00 [GP318]</td>
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<tr>
<td>or</td>
<td>Thursday</td>
<td>14:00 - 15:00 [GP322]</td>
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Ourimbah Campus Timetable

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>and Tutorial</td>
<td>Friday</td>
<td>12:00 - 13:00 [O_CS201]</td>
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<tr>
<td>or</td>
<td>Friday</td>
<td>13:00 - 14:00 [O_CS203]</td>
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<tr>
<td>or</td>
<td>Friday</td>
<td>14:00 - 15:00 [O_CS203]</td>
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School of Humanities and Social Science
IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

**Academic fraud** is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;

b) using a substitute person to undertake, in full or part, an examination or other assessment item;

c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

Turnitin is an electronic text matching system. During 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 text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

· Submit the assessment item to other forms of plagiarism checking

RE-MARKS AND MODERATIONS

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

MARKS AND GRADES RELEASED DURING TERM

All marks and grades released during term are indicative only until formally approved by the Head of School.

SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless
the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with
the University policy specified in **Late Penalty** (under student) at the link above.

**Requests for Extensions of Time** must be lodged no later than the due date of the item. This applies to
students:

- applying for an extension of time for submission of an assessment item on the basis of medical,
  compassionate, hardship/trauma or unavoidable commitment; or
- 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.

Students must report the circumstances, with supporting documentation, as outlined in the Special
Circumstances Affecting Assessment Items Procedure at:

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**

- Special Consideration Requests must be lodged no later than 3 working days after the due date of
  submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of
  the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating
circumstances should speak firstly to their Program Officer or their Program Executive if studying in
Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

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 contact the Disability Liaison Officer on 02 4921 5766,
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 on confidentiality and
documentation visit the Student Support Service (Disability) website:

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student
contribution or fees for that term.

http://www.newcastle.edu.au/study/fees/censusdates.html

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

**Students cannot enrol in a new course after the second week of term,** except under exceptional
circumstances. Any application to add a course after the second week of term must be on the appropriate
form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you
are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au
STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:  
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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<tr>
<th>City Precinct</th>
<th>Singapore students</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>contact your PSB Program Executive</td>
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</tbody>
</table>

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<tr>
<th>Central Coast Campus (Ourimbah)</th>
<th>Dean of Students Office</th>
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</table>
| Student Hub: Opposite the Main Cafeteria | The Dean of Students and Deputy Dean of Students work to ensure that all students receive fair and equitable treatment at the University. In doing this they provide information and advice and help students resolve problems of an academic nature.  
http://www.newcastle.edu.au/service/dean-of-students/ |

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<tr>
<th></th>
<th>University Complaints Managers Office</th>
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|                      | The University is committed to maintaining and enhancing fair, equitable and safe work practices and promoting positive relationships with its staff and students. There is a single system to deal with all types of complaints, ranging from minor administrative matters to more serious deeply held grievances concerning unfair, unjust or unreasonable behaviour.  
http://www.newcastle.edu.au/service/complaints/ |

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<tr>
<th></th>
<th>Campus Care</th>
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|                      | The Campus Care program has been set up as a central point of enquiry for information, advice and support in managing inappropriate, concerning or threatening behaviour.  

This course outline will not be altered after the second week of the term except under extenuating
circumstances with Head of School approval. Students will be notified in advance of the change.

End of CTS Entry

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - [http://www.newcastle.edu.au/study/enrolment/regdates.html](http://www.newcastle.edu.au/study/enrolment/regdates.html)

NB: Registrations close at the end of week 2 of semester.

**Studentmail and Blackboard:** Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (see under Content Areas/Course Outline – ‘Additional Administrative Information’ file). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Orientation of course

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 of programs – 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 an ‘empirical’ or ‘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’).

For this course the approach taken in regard to the study of policy development has been to give somewhat greater emphasis to the first (empirical) approach, while also exploring the second (normative) approach. 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 there is implicit coverage of skills relevant to policy development in the earlier weeks, the last three weeks of the will explicitly focus on some ‘how-to’ literature for policy workers and programme managers.

Assessment

<table>
<thead>
<tr>
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<th>Due</th>
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<tbody>
<tr>
<td>(i)</td>
<td>15%</td>
<td>Main Tutorial presentation and 750 word paper</td>
</tr>
<tr>
<td>(ii)</td>
<td>10%</td>
<td>Short tute papers and contribution to class discussion</td>
</tr>
<tr>
<td>(iii)</td>
<td>10%</td>
<td>Career Project: Job Application (for non BSocSc: 750 word tute paper)</td>
</tr>
<tr>
<td>(iv)</td>
<td>35%</td>
<td>Essay (1750 words)</td>
</tr>
<tr>
<td>(v)</td>
<td>30%</td>
<td>Policy Research Case Study (1,500 words)</td>
</tr>
</tbody>
</table>

(i) Main tutorial presentation and paper

**Paper**

You will need to hand-in a 750 word paper on the day of your tute presentation. Your paper should respond to 3 or (if you wish) more of the tute questions that will be placed on Blackboard.

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.

**Presentation**

Tutorial presentations will commence in Week 2. Most weeks there will be two presenters; each should speak for no more than 10 minutes, to ensure 30 minutes for class discussion. This might mean that not all of the content of the hand-in paper will be able to be presented (thus it is ok to concentrate on one or two of
the tute q’s covered in the hand-in paper). Presenters should use an overhead projector or (if it is available) PowerPoint.

**Grading:**
The class presentation will be worth 5 marks; the report handed in worth 10 marks.

The mark for the hand-in paper 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.

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.

**(ii) Short tutorial papers and contribution to class discussion**

This component will be worth 10% and made up as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 word paper (due during Weeks 3-7)</td>
<td>3%</td>
</tr>
<tr>
<td>250 word paper (due Weeks 8-13)</td>
<td>3%</td>
</tr>
<tr>
<td>Overall contribution to class discussion</td>
<td>4%</td>
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</table>

Each of the two short tute papers should respond to one or (if you wish) more of the tutorial questions. Scheduling for this will be undertaken in class. On the two weeks you hand-in your 250 word paper, you should make sure you contribute to class discussion.

You must read the coursepack material each week. I would expect 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 weekly reading and a better understanding of the concepts therein.

**(ii) Careers Project/Second Tute Paper (10%, due April 1, 2pm)**

**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 Week 1 tutorial. 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 no additional reading and no oral presentation to the class will be required.
(iii) Essay (35%, 1750 words, due Friday May 14, 12pm)

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? Is it possible for groups with little power to influence the agenda?

2. ‘From agenda-setting through to evaluation, every stage of the policy-making process is determined solely by political power, networks and pressure; research, evidence and technical expertise has no influence’. Evaluate this view. You may focus on the policy-formulation stage if you wish or refer to other stages as well.

3. 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.

4. 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.

5. Policy evaluations can be more ‘politically’ oriented or more ‘scientific’ in aim. Do either type have influence over the course of events.

6. Imagine yourself in three or more of the following roles: academic researcher, social movement activist, corporate lobbyist, senior bureaucrat, Minister, front-line professional service deliverer, service user. Do you think there would be one or more stages of the policy process (agenda-setting through to evaluation) where you would have greater opportunity to influence the course of events?

7. Some analysts of the policy process 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 recommendations you have encountered in your reading for how the policy process should operate.

8. How would you sum up the ‘effectiveness’ approach to ‘designing and managing programs’ set out by Kettner, Moroney and Martin (2008)? Is this approach desirable and realistic? (See Week 12 and 13).

Further comments

For an essay of this length and weight (35% of course assessment) I would expect students to draw on at least six academic sources (chapters, journal articles).

Grading

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

- Breadth/depth of reading
- Addressed the question
- Organisation of essay
- Understanding of relevant concepts
- Critical analysis and evaluation of relevant reading
- Marshalling of evidence to support argument
- Referencing – thoroughness, formatting
- Written expression - clarity; correct use of words; paragraph and sentence construction; punctuation
- Word length
(iv) Policy Research Case Study (30%, 1500 words, due Friday June 11, 4pm)

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 Course Reader. 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, 1996-2010.
- The NSW government and 'heroin injecting rooms': 1998-2006.

**Education**

- HECS 1983-1996

**Mandatory detention of asylum seekers, 1990-2006**

- The ‘Northern Territory (Indigenous Affairs) Intervention’ 2007-2009
- Pink batts: the Rudd government’s Home Insulation Scheme 2008-2010

(If there are students outside the BSocSc who wish to nominate a topic outside these social portfolios, I will consider).

**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 readings in the Course Reader?

The case study should begin with some chronological summary of the main developments. This might take around 10% of the total word length.

You should then discuss whether the case illustrates any of the perspectives found in the Course Reader in regard to:

- Policy actors and institutions
- Policy instruments
- Agenda-setting
- Policy formulation
- Decision-Making
- Implementation
- Evaluation
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. But use of headings (eg 'Policy Actors and Institutions', 'Agenda-setting') would be the norm.

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 Course Reader.

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.

The main thing is to try to see if there is some kind of policy cycle evident - from agenda-setting through to evaluation. Sometimes there is a longer-term cycle where a program is fought for, introduced and evaluated (with the evaluation resulting in affirmation, amendment or termination). Within this longer-term cycle and usually after the program has been introduced, there are sometimes mini-cycles where some pressure groups call for a change to a particular aspect of the program - and a decision ensues as to whether the program is modified. You might prefer to focus on one of these 'mini-cycles'.

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

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<th>Week</th>
<th>Week beginning</th>
<th>Lecture and Tutorial Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>March 1</td>
<td>Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tutorial: Careers Project</em></td>
</tr>
<tr>
<td>2</td>
<td>March 8</td>
<td>Studying the Policy Process</td>
</tr>
<tr>
<td>3</td>
<td>March 15</td>
<td>Institutions and Actors</td>
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<td></td>
<td></td>
<td>Interests, Ideas, Knowledge</td>
</tr>
<tr>
<td>4</td>
<td>March 22</td>
<td>Power in the Policy Process: Theories</td>
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<tr>
<td></td>
<td></td>
<td>Policy Instruments</td>
</tr>
<tr>
<td>5</td>
<td>March 29</td>
<td>Agenda-Setting</td>
</tr>
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<td></td>
<td></td>
<td>(Callaghan class only; self-directed study week for Ourimbah students)</td>
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<tr>
<td></td>
<td></td>
<td>Career Project due April 1, 2pm</td>
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<tr>
<td>6</td>
<td>April 5</td>
<td>RECESS</td>
</tr>
<tr>
<td>7</td>
<td>April 12</td>
<td>Agenda-Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Ourimbah class only; self-directed study week for Callaghan students)</td>
</tr>
<tr>
<td>8</td>
<td>April 19</td>
<td>Policy Formulation</td>
</tr>
<tr>
<td>9</td>
<td>April 26</td>
<td>Policy Decision-Making</td>
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<tr>
<td>10</td>
<td>May 3</td>
<td>Policy Implementation</td>
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<tr>
<td>11</td>
<td>May 10</td>
<td>Policy Evaluation</td>
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<tr>
<td>12</td>
<td>May 17</td>
<td>‘How To’: Manage the Policy Process</td>
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<td>13</td>
<td>May 24</td>
<td>‘How To’: Design and Manage Programs</td>
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<td>May 31</td>
<td>‘How To’: Design and Manage Programs</td>
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<td>Understanding Policy Change</td>
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<td>Research Case Study due Friday 4pm, June 11</td>
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### Weekly Reading Guide

*(nb. full details of the references below are given under Useful References, p 15.)*

#### Week 2 (beginning March 8): Studying the Policy Process


#### Week 3 (beginning March 15):

(i) Institutions and Actors


(ii) Interests, Ideas, Knowledge


**Week 4 (beginning March 22):**

(i) **Power in the Policy Process: Theories**


(ii) **Policy Instruments:**

**Course Reader:** Fenna (2004) pp 13-16; Maddison and Denniss (2009) pp 115-123.


**Week 5 (beginning March 29): Agenda-Setting (Callaghan only)**


**Mid-Semester Recess: April 5 to April 9**

**Week 6 (beginning April 12): Agenda-Setting (Ourimbah only)**

**Week 7 (beginning April 19): Policy Formulation**

(i) **Policy and Evidence**

**Course Reader:** Howlett and Ramesh (2003) pp 143-6.

(ii) **Policy Networks and Communities**

**Course Reader:** Maddison and Denniss (2009) pp 105-109; Hill pp 67-72.

(iii) **Evidence and Analysis in Policy Formulation**


**Week 8 (April 26): Policy Decision-Making**


**Federal Cabinet in Australia:**

**Course Reader:** Althaus et al (2007) pp 14-16, 144-6 and 156-8.

**Week 9 (beginning May 3): Policy Implementation**


Week 10 (beginning May 10): Policy Evaluation


Week 11 (beginning May 17) ‘How To’: Manage the Policy Process – Skills and Attributes for Policy Workers

(i) What public servant policy workers ‘should’ do: the ‘Westminster’ model


(ii) What public servant policy workers actually do: insider activist accounts


Week 12 (beginning May 24): ‘How To’: Design and Manage Programs

(i) Overview


(ii) Using Management Information


Additional References for (i) an (ii):
See references at the end of the chapters in Kettner et al. Alternatively, see
- texts on program management in human services eg Martin and Henderson (2001) ch 14-15; Brody (2005) ch 2,3
- texts on program planning in the field of health education/health promotion (eg O’Connor-Fleming and Parker 2007; Dignan 1992).

Week 13 (beginning May 31):

(i) ‘How To’: Design and Manage Programs


Additional References:

(ii) Understanding Policy Change


Useful References


