



UNSW | Arts and
Social Sciences
THE UNIVERSITY OF NEW SOUTH WALES

School of Social Sciences and International Studies

SLSP5017: Policy and Advocacy

Semester 2, 2011

School of Social Sciences & International Studies, Faculty of Arts & Social Sciences, UNSW

Course Code: SLSP5017
Course Title: Policy and Advocacy
Units of credit: 6
Semester/Year: Semester 2, 2011

TABLE OF CONTENTS

STAFF CONTACT DETAILS	2
CLASS TIMES.....	2
COURSE DETAILS	3
RATIONALE FOR INCLUSION OF CONTENT AND TEACHING APPROACH	4
COURSE SCHEDULE	4
RESOURCES FOR STUDENTS	9
ASSESSMENT.....	11
UNSW AND SCHOOL POLICIES	16
ATTACHMENT 1: MARKING CRITERIA FOR ESSAY	20
ATTACHMENT 2: MARKING CRITERIA FOR POLICY BRIEFING & POLICY CAMPAIGN PAPERS	21
ATTACHMENT 3: MARKING GUIDE FOR MEDIA RELEASE	22

STAFF CONTACT DETAILS

Lecturer/Course Coordinator

Kim Spurway

Email: k.spurway@unsw.edu.au

Room G38 (ground floor of Morven Brown Bldg)

Phone: 9385 8919

Consultation times: Wednesdays, 3-4 pm or by appointment.

School Office

Morven Brown Room G47

Ph: 9385 3786

Fax: 9385 1824

Email: social.science@unsw.edu.au

Office hours are 9am - 4pm, Monday to Friday.

School Web Page - <http://socialscience.arts.unsw.edu.au/index.html>

CLASS TIMES

Wednesdays 16:00 - 18:00

Red Centre West M010

Seminars commence in Week 1 (Wednesday, 20 July) and end in Week 13 (19 October) with a study break in Week 7.

COURSE DETAILS

This course is offered within the Master of Policy Studies (MPS) at UNSW and is also open to students studying in areas such as politics and international politics, development, the environment, social work and more. As such the students come from extraordinarily diverse backgrounds and bring a rich depth of experience to the class. Some of the key concepts drawn upon in the course are civil society, social change, policy, advocacy, the critical importance of evidence, and the role of social innovation.

Course aims, teaching strategies and learning outcomes

This course aims to provide an advanced introduction to the study of advocacy for social change. It considers civil society as the main locus of advocacy. It aims to broaden the conception of advocacy and policy and considers that the relationship between advocacy and policy is not exclusive to the two sectors implied (civil society and government) but also includes the role of philanthropy and/or the business sector.

The aims of the course are to:

- Reflect on the nature of social problems and the organisational locations where they might be resolved;
- Consider the nature of policy and develop the capacity to analyse policy;
- Determine the potential role of advocacy in social change.

Learning Objectives

The learning objectives this semester are to:

- Provide a forum where students can explore their preferred policy issues in the context of policy and advocacy
- Develop an understanding of key concepts such as civil society, advocacy, evidence, and social innovation
- Identify and understand the processes relating to successful advocacy
- Explain the importance of research for advocacy
- Assess the processes of achieving social change
- Engage with the national and international literature on advocacy

Learning Outcomes

At the completion of the course, students should be able to:

- Analyse a policy issue
- Critically evaluate an ongoing campaign for social change
- Demonstrate a critical understanding of the role of civil society in advocacy
- Summarise and explain how an advocacy campaign is developed and executed
- Evaluate the impact of a campaign intervention on policy

Graduate Attributes

The Learning and Teaching Outcomes, teaching strategies and assessment modes contribute to the following graduate attributes which it is hoped will be built in every student through participation in the course:

- the skills involved in scholarly enquiry
- the capacity for analytical and critical thinking and for creative problem-solving
- the ability to engage in independent and reflective learning
- information literacy - the skills to appropriately locate, evaluate and use relevant information
- the capacity for enterprise, initiative and creativity

- an appreciation of, and respect for, diversity
- a capacity to contribute to, and work within, the international community
- the skills required for collaborative and multidisciplinary work
- an appreciation of, and a responsiveness to, change
- a respect for ethical practice and social responsibility
- the skills of effective communication.

RATIONALE FOR INCLUSION OF CONTENT AND TEACHING APPROACH

This course takes as its fundamental philosophy that students learn best when they are actively engaged in the learning process. As such the course has been designed to encourage active and student-centred learning. Most weeks students will be asked research and prepare brief explanations of key concepts or examples that demonstrate the focus of the week's reading.

These activities will enhance student capacity for research and inquiry, develop library research skills, encourage debate and critical evaluation, and develop communication skills by effectively disseminating findings to the class. Where possible, guest speakers will be employed to provide real world examples of working with policy and advocacy.

Students will also develop their expertise in a policy area of their choosing. The assessment tasks have been designed to maximise student learning and reflection of the course content. The course seeks to develop structured learning around policy and advocacy to develop skills that can be applied in present or future careers in the non-profit, government or business sector.

In accordance with UNSW Learning and Teaching Guidelines, we are aiming for excellence in teaching. We aim to provide a contextualised curriculum that both engages students and provides an inclusive learning environment. We expect to engage students in learning through structured hands-on activities, encourage independent computer-assisted work, and provide meaningful and timely feedback.

COURSE SCHEDULE

This course will cover the following topics:

- Policy and the Policy Process
- Advocacy
- Civil Society - third sector
- Policy Analysis
- Models of Advocacy
- Sources of Policy Knowledge
- Evidence, Knowledge & Rationality
- Public Inquiries
- Use of the Media

SLSP5017 Course timetable

Week 1	20 July	Introduction to SLSP5017: Accounting for policy practice
Week 2	27 July	Social problems, civil society and institutional contexts
Week 3	3 August	Policy work: stakeholders and coalitions
Week 4	10 August	The importance of evidence
Week 5	17 August	Developing Advocacy Campaigns
Week 6	24 August	Oxfam's media campaigns

Week 7	31 August	<i>Assessment 1 due</i> Study week, no classes
***** 7 September – Mid semester break – no classes *****		
Week 8	14 September	International case study: ICBL as humanitarian advocacy
Week 9	21 September	Advocacy, Activism and the Internet <i>Assessment 2 due</i>
Week 10	28 September	Policy, Advocacy and the Media
Week 11	5 October	Student presentations
Week 12	12 October	Student presentations
Week 13	19 October	Policy and Advocacy: where to now? <i>Assessment 3 due</i>

Week 1 20 July

Introduction to SLSP5017: Accounting for policymaking practice

In this class we will briefly clarify the course requirements and introduce the focus we will take this session. This lecture then introduces the three key accounts of how policymaking and decision-making are structured in modern, liberal democracies such as Australia or the United States: vertical, rationalist accounts; pluralist, horizontal accounts and social constructionist, interpretivist accounts. Other key concepts such as the role of expertise, authority and order help us understand and analyse what is happening in the policy process. The lecture will also illustrate how these concepts may be applied to analyse and interpret the policy case studies being examined in the seminars.

Readings:

Bridgman, P. and Davis, G. 2000 *The Australian Policy Handbook*, Allen and Unwin: Sydney. Ch.3 'A policy cycle', pp.23-33.

Cohen, D., de la Vega, R. and Watson, G. (2001) *Advocacy for Social Justice: A Global Action and Reflection Guide*, Bloomfield, Ct: Kumarian Press. Ch 1: 'Advocacy: Its Many Faces and a Common Understanding', pp.7-10.

Colebatch, H.K. (2009), *Policy*, Open University Press: Berkshire, UK. Ch.3: 'What's going on?', pp. 23-46.

Howlett, M. and Ramesh, M. (2003) *Studying Public Policy: Policy Cycles and Policy Subsystems*, Toronto: Oxford University Press. Chapter 6: 'Policy formulation: Policy communities and policy networks', pp. 143- 161.

Public Interest Advocacy Centre (2003) *Working the System: A Guide for Citizens, Consumers and Communities*, Policy Interest Advocacy Centre (PIAC). Ch 1: 'Reinventing Advocacy', pp. 2-4.

Yanow, D. (2000) *Conducting interpretive policy analysis*, Sage: Thousand Oaks, CA. Ch 1: 'Underlying assumptions of an Interpretive approach: The importance of local knowledge', pp. 1-26.

Week 2 27 July

Social problems, civil society and institutional contexts

Many social problems are perennial and require ongoing attention. In this class we will examine the idea of social movements and civil society as fundamental to policy change. The question of which parts of society are responsible for and should address social problems is a continuous and vexed one. What are the relative roles of the state, the trade union movement, civil society and the private sector?

Readings:

McClelland, A. & Smyth, P. (2010) *Social policy in Australia: Understanding for action*, Oxford University Press, Melbourne. 'Ch 4: 'The institutional context for decisions and action', pp. 70-91.

Mulgan, G. (2006) 'The Process of Social Innovation', *Innovations*, Spring, 2006, pp.145-162.

Truill, M. (2008) 'Social entrepreneurs and social innovation – how we can change the map in Australia', *Keeping Good Companies*, August 2008, pp.396-400.

Week 3 3 August

Policy Work for Advocacy: Stakeholders and Coalitions

When developing an advocacy campaign, it is critical to ensure full awareness of stakeholders and potential coalition partners. In this class we will conduct an analysis of policy problems and think about the possibility of stakeholders and coalition formation. We will also examine the issue of co-optation of NGOs and efforts to silence debate.

Readings:

Mayers, J. (2005) *Stakeholder power analysis*, Power tools series, International Institute for Environment and Development: London, UK. Available online: <http://www.policy-powertools.org/Tools/Understanding/SPA.html> [Accessed: 8 June, 2010]

Phillips, R. (2007) 'Tamed or Trained? The Co-optation and Capture of 'Favoured' NGOs', *Third Sector Review*, 13(2): 27-48.

Salamon, L., Sokolowski S. and List, R. (2003) 'Global Civil Society: An Overview', *Global Civil Society*, Johns Hopkins Center for Civil Society Studies: Baltimore, Maryland, USA, pp.1-3.

Warhurst, John (2007) *Behind Closed Doors: Politics, Scandals and the Lobbying Industry*, Sydney: UNSW Press. Ch. 3: 'Lobbyists at work', pp.42-49.

Week 4 10 August

The Importance of Evidence

Evidence is now critically important as a basis for good advocacy. There is an expectation that evidence-based (or evidence-informed) policy can play a strong role in decision-making and policy choices. There is also a growing field of advocacy evaluation with some of the links to this recent area provided below.

Readings:

Nutley, S., Walter, I. and Davies, H. (2009) 'Past, present and possible futures for evidence-based policy', in: Argyrous, G. (ed.) (2009) *Evidence for Policy and Decision-Making*, UNSW Press: Sydney.

Mayer, Sue (2007) 'Using Evidence in Advocacy', in: Thomas, Alan and Giles Mohan (eds.) *Research Skills for Policy and Development*, Los Angeles: Sage, pp. 254-274.

Tenbenschel, T. (2006) 'Policy knowledge for policy work', in Colebatch, H. (ed.) (2006) *The work of policy: an international survey*, Lexington Books: Oxford, pp. 199-215.

Weiss, Carol H (1991) 'Policy Research as Advocacy: Pro and Con', *Knowledge and Policy: The International Journal of Knowledge Transfer*. 4(1): 37-55.

On Evaluation and Advocacy

1. **Special issue on Advocacy and Policy Change:** Evaluation Exchange, Vol XIII, No. 1, Spring 2007: <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive>
2. **Innovation Network:** Transformation Evaluation for Social Change. Focus Area: Advocacy.
3. **Evaluation:** http://www.innonet.org/index.php?section_id=3&content_id=601

Week 5 17 August

Developing Advocacy Campaigns

This week we will focus on the practicalities of advocacy campaigns, drawing upon campaign examples and models for campaign proposals. Research for this week should include examining websites for examples of campaigns. Use Google to search terms such as "advocacy campaign", "advocacy proposal", "how to do advocacy" and bring your newfound ideas to class along with any previous experience of working in advocacy.

Week 6 24 August

Oxfam's advocacy campaigns

Guest Speaker: Sanita Bose, the Advocacy & Campaigns Media Coordinator with Oxfam Australia will speak about the use of the media in advocacy campaigns using Oxfam as a case study.

Assessment task one is due this week. Please place a printed copy into the box allocated outside the SSIS Office (G47) by 4pm, Friday 26 August.

Week 7 31 August

Study Week – no class

***** 7 September - MID-SEMESTER BREAK – No classes *****

Week 8 14 September

International advocacy – ICBL as humanitarian advocacy

This week we will examine advocacy in the international policy context. International developments such as the International Campaign to Ban the Landmine (ICBL – see <http://www.icbl.org/>) will be drawn upon to show the nature of policy, advocacy and social innovation in addressing an international social issue.

Readings:

Hubert, D. (2000) *The Landmine Ban: A Case Study In Humanitarian Advocacy*, Institute for International Studies, Brown University: Providence, Canada. Ch 5: 'Towards a Model for Humanitarian Advocacy', pp. 57-71.

Carpenter, R. (2007) 'Setting the Advocacy Agenda: Theorizing Issue Emergence and Nonemergence in Transnational Advocacy Networks', *International Studies Quarterly*, 51(1): 99-120.

Nelson, P. (2000) 'Heroism and ambiguity: NGO advocacy in international policy', *Development in Practice*, 10(3 & 4): 478-490.

Rutherford, K. (2000) 'The Evolving Arms Control Agenda: Implications of the Role of NGOs in Banning Antipersonnel Landmines', *World Politics*, 53(1): 74-114.

Week 9 21 September**Advocacy, Activism and the Internet**

There's much discussion about the way in which the social networking tools and platforms of Web 2.0 are dramatically changing the conduct of politics, policy and governance. The default position is that they promise, and in some cases are already delivering, a more open, transparent and engaging model of policy making and engagement between citizens and government and between citizens themselves. Democracy is being democratized. It's an alluring claim. The question is whether it's true or not. The discussion will provide an informal and conversational opportunity to talk about the promise and the pitfalls of these new technologies and their impact on the business of advocacy.

Reading:

McNutt, J. and Menon, G. (2008) 'The rise of cyberactivism: implications for the future of advocacy in the human services', *Families in Society*, 89(1):33-38.

Queiro-Tajalli, I., Campbell, C. and McNutt, J. (2003) 'International Social and Economic Justice and On-line Advocacy', *International Social Work*, 46(2): 149-161.

Examples of Internet Activist websites:

Activist: "Activist is a non-profit organisation which aims to make the process of participation more efficient by enabling you to support multiple initiatives with a single click". Website: http://www.activist.co.za/aq3nt/system/about_home.php.

Tactical Technology Collective: "Tactical Tech is an international NGO helping human rights' advocates use information, communications and digital technologies to maximise the impact of their advocacy work. We provide advocates with guides, tools, training and consultancy to help them develop the skills and tactics they need to increase the impact of their campaigning". Website: <http://www.tacticaltech.org/>.

There are numerous examples and types of Internet Activism, see Wikipedia's article titled 'Internet Activism' if you want some simple introductory information and access to different sites: http://en.wikipedia.org/wiki/Internet_activism.

Assessment task two is due this week. Please place a printed copy into the box allocated outside the SSIS Office (G47) by 4pm, Friday 23 September.

Week 10 28 September

Policy, Advocacy and the Media

The role of the media in policy and advocacy is fundamental in many respects. This session will examine the role of the media in advocacy and agenda setting from a more theoretical perspective. We will also examine the role of the press release and practice media release development. You will need to bring in some examples of media releases related to your chosen policy field for discussion.

Reading:

Kingdon, J. (2003) (2nd Ed.) *Agendas, Alternatives, and Public Policies*, Addison-Wesley Educational Publishers Inc: New York. Ch. 9: 'Wrapping things up', pp. 196-208.

Maddison, S. and Richard D. (2009) *An Introduction to Australian Public Policy: Theory and Practice*, Cambridge University Press. Ch. 9: 'The role of the media in setting the policy agenda', pp 181-197.

Shanahan, E., McBeth, M., Hathaway, P. and Arnell, R. (2008) 'Conduit or Contributor? The role of media in policy change theory', *Policy Sciences*, 41: 115-138.

Week 11 5 October

Student Presentations – Campaign Proposals

This is the first of two sessions that will present brief 'works in progress' of the campaign papers and strategies being developed by students. Instructions for the presentations will be given in an earlier class.

Week 12 12 October

Student Presentations – Campaign Proposals

This is the second of two sessions that will present brief 'works in progress' of the campaign proposals being developed by students. Instructions for the presentations will be given in an earlier class.

Week 13 19 October

Policy and Advocacy: Where to now?

This week we will have a detailed overview of the key themes emerging from the course and place these concepts into some kind of perspective.

Keen, Susan (2006) 'Non-government organisations in policy', in: Colebatch, H. (ed.) (2006) *Beyond the Policy Cycle: The Policy Process in Australia*, Allen & Unwin: Sydney, pp.27-41. *Assessment task three is due this week. Please place a printed copy into the box allocated outside the SSIS Office (G47) by 4pm, Friday 21 October.*

RESOURCES FOR STUDENTS

We will be drawing on a range of sources, which will include:

Formal lectures and group work in seminars.

Experience of others: you will also be drawing on the experience of the seminar leader and of other members of the class.

Texts: there are many books about policy; two are recommended (see below, Recommended Texts) and others are listed as useful references.

Recommended Texts

Colebatch, H. (Ed.) (2006) *Beyond the policy cycle: The policy process in Australia*, Allen & Unwin: Sydney.

McClelland, A. and Smyth, P. (Eds.) (2nd Ed.) (2010) *Social policy in Australia: Understanding for action*, Oxford University Press: Melbourne.

Reference Books

Althaus, Catherine, Bridgman, Peter & Davis, Glyn (2007) *The Australian Policy Handbook* (4th Edition), Sydney: Allen & Unwin.

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

Flyvbjerg, B. (2001) *Making social science matter: Why social inquiry fails and how it can succeed again*, Cambridge University Press: Cambridge.

Hill, M. (2009) *The public policy process*, Pearson Longman: Harlow, UK.

Howlett, M. and Ramesh, M. (2003) *Studying Public Policy: Policy cycles and policy subsystems*, Oxford University Press: Toronto.

Kingdon, J. (2nd Edition) (1995) *Agendas, alternatives and public policies*, Longman: New York.

Oh, C. (1996) *Linking social science to policy-making*, Jai Press: London.

Parsons, W. (1995) *Public policy: An introduction to the theory and practice of policy analysis*, Edward Elgar Publishing: Cheltenham, UK.

Stone, D. (1997) *Policy Paradox: The art of political decision-making*, Norton: New York.

Weimer, D & Vining A.R. (2005), *Policy Analysis: Concepts and practice*, Pearson Prentice Hall: New Jersey.

Weiss, C. (Ed.) (1977) *Using social research in public policy making*, Lexington Books: Lexington, USA.

Yanow, D. (2000) *Conducting interpretive policy analysis*, Sage: Thousand Oaks, USA.

Note: The recommended textbooks are available for purchase from the University Bookshop (ph. 9385 6689, <http://www.bookshop.unsw.edu.au>).

The textbooks, along with the required readings for each lecture are also held at the Library (see MyCourse through the Library home page for electronic access to readings not taken from the prescribed or recommended texts).

The literature

In addition to the formal texts, there is a wide range of other books, reports, journal articles, etc. on policy. 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. Search

engines give you access to an enormous array of these sources, though you are then dependent on how items are indexed. For those who are willing to invest the time in looking for them, the following journals would repay the effort - all are available electronically through the library:

- Australian Journal of Public Administration
- European Journal of Political Research
- Evidence and Policy
- Governance
- Journal of Public Policy
- Journal of Public Policy and Management
- Policy Sciences
- Policy Studies Journal
- Policy and Politics
- Public Administration Review
- Science Communication [formerly Knowledge: Creation, Diffusion, Utilization]

Web sites

There are numerous web sites, which are relevant to the study of policy, though few have this as their main purpose, and you are encouraged to search for helpful sources through the web. Most sites focus on policy content rather than policy process – e.g. the UK-based Policy Library (www.policylibrary.com) and the Policy Hub (<http://www.nationalschool.gov.uk/policyhub/>). An initiative just started is the History & Policy project (<http://www.historyandpolicy.org/>), which “works for better public policy through an understanding of history”.

A local initiative to set up a continuing web-based discourse on policy is Australian Policy Online (www.apo.org.au). On policy process and institutional structures the World Bank's Administrative and Civil Service Reform site (www.worldbank.org/publicsector/civilservice) is of interest. And if you come across a useful site that has not been mentioned, tell the Course Convenor.

ASSESSMENT

You must make a reasonable attempt at all assessment tasks and attend all case study seminars in order to get a final grade in this course. Any problems with computers, disks, printers, etc. are not sufficient reason to be granted an extension for work to be handed in. Students are expected to make back-up copies of all their work, to guard against computer viruses, and not to leave the completion of required work until the last minute.

Students will receive feedback from the seminar leader on how they are progressing throughout the course. More formal feedback will follow with the return of the first assignment that is due in week 6.

Class discussion

Trying to explain something to others is a very good way of crystallising your own knowledge, and during the case study seminars there opportunities for small-group discussion; in particular, you will be asked to report on the analysis you have done on the case study and what you learned from it.

Written work

For the same reason, assignments are a valuable part of the learning process, not simply a quality control technique. The assessment process involves pieces of written work that range from applied to theoretical analysis.

Submission of assignments

You must make a reasonable attempt at all assessment tasks in order to get a final grade in this course.

Students must submit each of the pieces of written assessment and attend all seminars in order to pass this course.

The principle of this course is to understand conceptual and theoretical approaches to policy advocacy and then apply them to real world of practice. The assessment tasks are integrated and designed to maximise the opportunity for independent student learning. These tasks tend to be in the form of concise papers that are intended to effectively synthesise and critically analyse certain aspects of policy advocacy work. Brevity, conciseness and critical analysis are important skills in policy advocacy since prime ministers, ministers, CEOs and Policy Directors will not be prepared to read long discourses in the form of academic essays but want actionable, concise summaries and proposals.

The assessment tasks for this course consist of the following:

Assessment	Length	Weight	Learning outcomes	Graduate attributes	Due date
Assessment 1: Essay	1,200 words	25%	Manage, analyse and use information efficiently & effectively; Critically evaluate concepts, assumptions and arguments in disciplinary & cross-disciplinary fields.	Capacity for analytic and critical thinking; Ability to engage in independent and reflective learning.	Week 6: By 4pm, Friday 24 August
Assessment 2: Policy Analysis Paper	1,500 words	35%	Manage, analyse and use information efficiently & effectively; Critically evaluate concepts, assumptions and arguments in disciplinary & cross-disciplinary fields; Authentic assessment task reflecting policy practice.	Capacity for analytical and critical thinking; Information literacy; Ability to engage in independent and reflective learning.	Week 9: By 4pm, Friday 23 September
Assessment 3: Policy Campaign Paper & Media Release	1,500 words for Campaign paper 500 word media release	40%	Confidently and coherently communicate, orally and in writing, to a professional standard in the field of policy studies; Conduct research	Skills of effective written communication; Skills required for collaborative and multidisciplinary work; Capacity	Week 13: By 4pm, Friday 21 October

			using archives, libraries, the Internet and other sources of information; Demonstrate an appreciation of the complex and dynamic nature of professional policy work.	to appreciate and respond to change.	
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First, in order to complete these tasks you need to choose a Policy Field

You are asked to think about a policy ‘field’ in which you wish to extend your knowledge. This might be an area in which you would like to work in the future or an extension of your current work. It is likely that you would begin to think about this in terms of broad policy areas, e.g. foreign policy, environmental policy, education policy, health policy, criminal justice policy or international development policy. As you concentrate more on your chosen area, you should narrow your focus sufficiently to a current topic. For example, if your interest is environmental policy, you might focus on the Murray-Darling. If your interest is international development policy, you might focus on Australia’s Overseas Development Aid programme. You must confirm your chosen policy field with me by Week 3 at the latest.

Partnerships/groups are encouraged but by no means mandatory. It may be likely that you are working in similar areas and could form a partnership or group to share the research as well as discuss and confirm your findings. However, all presentations and written work must be done on an individual basis even if different aspects of the task were shared with other students at some point. Remember, part of your mark will be based on how well you present your ideas orally in this course since being able to present your ideas in this way is an important skill in policy advocacy.

Assessment 1: Essay (1200 words)

Due Week 6, 24 August (worth 25% of assessment).

The essay aims to increase your thinking about some of the more theoretical aspects of policy and advocacy. You will need to use traditional research skills utilizing academic databases and journals, books etc to research your essay. A suggested minimum number of sources is ten. **Attachment A** sets out the marking criteria for the essay.

Questions (choose one)

1. What do the three accounts of policymaking described by Colebatch represent? Analyse their relative strengths and weaknesses as heuristic devices in policymaking.
2. Civil society plays a central role in modern governance. Is a strong civil society an important foundation for good policymaking?
3. How important is the use of evidence for advocacy? What kinds of evidence make for effective policy advocacy?
4. Is advocacy a legitimate activity for non-profit organizations, or is it contested?

Assessment 2: Policy Briefing Paper (1,500 words)

Due Week 9, 21 September (worth 35% of assessment).

You are to write a briefing paper based on your selected policy area. Policy analysis papers are supposed to provide succinct information about an issue. They should be brief. They should be written in plain English with jargon and long sentences being avoided. They should focus on essential, key information and they should be well-organised and clearly formatted. **Attachment B** sets out the marking criteria for the policy briefing paper.

Your task is to analyse your chosen policy issue. This will include developing a good knowledge of the area and the relevant stakeholders involved. You should include:

- **Background:** A summary of the policy problem and its history.
- **Context:** An outline of the political context of the policy – What is the current state of the issue? To what extent is there current government involvement or interest in the issue?
- **Stakeholders:** Detail of the interested stakeholders to the policy problem. How do they relate to the current policy, and how does their position differ? Stakeholders are likely to come from government, the community sector and the business sector, depending on the issue. However, there may be many stakeholders (or policy actors) within each of these categories. Do they coalesce? If not, why not?
- **Key debates:** What are the principal arguments made by the relevant actors? How do they generate evidence for their position? From where do they generate their knowledge sources?
- **Challenges:** What are the key challenges and questions being debated – where might the debate head in the future?

You should draw upon a mixture of sources: Academic Journals (at least three articles), FACTIVA (relevant newspaper articles), GOOGLE (relevant sites of stakeholder organisations), etc. Please use headings and generate your paper in a 'report style'.

Assessment 3: Policy Advocacy Campaign Paper (1,500 words) and press release (500 words).

Due in Week 13, 19 October (worth 40% of marks).

This paper is to follow on from your earlier policy analysis task. By the time you finish that paper, you should have an in-depth understanding of the policy field, and the positions of the various stakeholders. To do this, you have to choose one main stakeholder outside of government and develop an advocacy campaign proposal based on their perspective. **Attachment B** sets out the marking criteria for the policy campaign paper.

This paper should include the following topics:

- **Campaign goals:** What is the overall purpose of your campaign? What do you want to achieve? Is there some kind of sequencing in the achievement of the goals you listed? In what order might these goals be achieved? What timeframe might these goals require to be realised?
- **Stakeholder analysis:** Details of coalitions, networks and/or alliances that will be formed and why. Justify this by explaining: what you expect to achieve by your coalition, how will it work, how will it meet, how often, what its goals are.
- **Evidentiary base:** What kind of evidence will the campaign need? How will that be obtained?
- **Communications strategy:** Details that will be relevant for a communication campaign and who it will be the prime target of your campaign: Ministers, public sector, the media, the general public. Each kind of target group demands a different communications strategy. Outline clearly and succinctly who will be targeted and provide a justification for selecting the group and the strategy.

- **Timeline:** What indicators will you use to enable you to know if your campaign has been successful? Describe the measures you will take to evaluate whether or not you will achieve your goals.
- **Media release:** Include a 500 word press release for distribution to the media that announces the beginning of your campaign, why it is important and how it will unfold. **Attachment C** sets out the marking criteria for the media release.

You should draw upon a mixture of sources including Academic Journals (at least three articles), FACTIVA (relevant newspaper articles), the Internet (such as relevant sites of stakeholder organisations) and so forth. Please use headings and generate your paper in a 'report style'. A 500 word press release should be attached that announces your policy campaign in media release format makes up the second part of this assessment task.

SUBMISSION OF ASSESSMENT TASKS

Please note that assignments are due by 4 pm on the Friday of the week allocated. Assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building by being placed in the appropriate box with the relevant course code. There will be a separate box for late and early submissions. The School Office will stamp assignments with the receipt date in the case of late submissions only.

All assignments must be submitted with an Assignment Declaration Form signed by the student (required for all assignments). These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic misconduct relevant to assignment submission (further information given below). Students are also required to submit an electronic copy of the assignment on Blackboard or through other ways as instructed by the Course Coordinator. It is the student's responsibility to check that their assignments have been received, and, if not, to notify the Course Coordinator immediately. It is the student's responsibility to keep a copy of their work in case of loss.

All assignments must be submitted by the due date unless an extension of time has been granted. Extensions are only granted if appropriate documentation of illness or special consideration have been submitted.

The penalty for late submission without permission is 3% of the mark, (that is /100) for each day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Please note that late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

The first and second assessment tasks will be returned to students in their case study seminars.

Students need to submit a self-addressed envelop with their final assignment which will then be returned by post once marking is complete. Students who fail to submit a self-addressed envelop will not have their assignments returned.

COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant

changes to the course will be communicated to subsequent cohorts of students taking the course.

This course has been slightly changed in order to meet the needs of students based on their feedback last year.

Changes made to this course following feedback in 2010 include:

- Time allowed for class presentations reduced.
- Number of assignments reduced.
- Reintroduction of Policy Briefing Paper.
- Longer media release paper (300 to 500 words).

UNSW AND SCHOOL POLICIES

Class attendance and communication

The School and University have policies on attendance, submission of assignments and extension, special consideration, student academic misconduct, grievance procedures, and review of results. All students are expected to know these policies - ignorance is no excuse.

Students are expected to attend all case study seminars. Case study leaders will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the seminar to be considered present.

If you miss more than two case study seminars during the semester without a documented reason you will need to register for special consideration. It is your responsibility to inform your case study leader of any absences from seminars. Students who do not provide documentation that explains their absence from a seminar will have to withdraw from the current case study.

If illness or misadventure will cause you to miss an excessive number of seminars (usually 3 or more), you MAY apply for Discontinuation Without Failure from the course by filling out the appropriate form available at the Faculty of Arts and Social Sciences Office. For more details about the University's policy on attendance, please consult:

<https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html>

Students are expected to organise their affairs to take account of examination and other assessment dates where these are known. Be aware that your final examination may fall at any time during the session's examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible.

Special consideration

The University's policy on Special Consideration – Illness and Misadventure is as follows:

The purpose of Special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks. Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory. For further information see: <http://www.studentequity.unsw.edu.au>

Sickness, misadventure, or other circumstance beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect your performance in assessable work, e.g. formal end of session examination, class test, laboratory test, seminar presentation, etc.

You can apply for consideration for the affected assessments.

Note:

Depending on the circumstances, the University may take action to allow you to overcome the disadvantage, e.g. give you additional assessment or extend a deadline.

Merely submitting a request for Special Consideration does not automatically mean that you will be granted additional assessment, nor that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Manager, Student Administration and Records. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Details of the university policy and procedures on Special Consideration can be found at: <https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons since the possibility of such events are supposed to be taken into account when managing your time, nor are short illnesses suffered within a week of the due date since your assignment is assumed to be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date.

You must lodge the application for SC, or notify or have a friend/family member notify UNSW Student Central, within 3 days of the event for which you are seeking SC.

If SC is granted, this may take the form of a removal of part or all of a late penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the Course Coordinator.

Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html>

A related document is the UNSW Student Misconduct Procedures (2009):

<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>

Integrity in academic work is one of the main expectations of all students and staff. It is the student's responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism: <http://www.lc.unsw.edu.au/plagiarism/>.
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All students are encouraged to take the tutorial: <http://elise.library.unsw.edu.au/home/aboutpop.html>
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark. The first step is for the student to talk to the marker to obtain an explanation or justification of the given mark. Revision of the original mark may or may not be made after this. If the student is not satisfied, an appeal can be made to the Course Coordinator. This appeal must be in writing and lodged within two weeks of the date on which assignments were returned. If a re-mark is requested, the Course Coordinator will review the assignment to ascertain whether it warrants a re-mark. If it does, the student will be made aware that a re-mark does not guarantee a higher mark. The student will be advised of the outcome of this review within two weeks of the date of the appeal.

If the student is dissatisfied with the outcome of the review an appeal may be made to the School Grievance Officer (Professor Michael Johnson). This appeal must be in writing specifying the grounds for the appeal and must be lodged within one week of receipt of the outcome of the review by the Course Coordinator. The Grievance Officer will conduct a review of the mark and submit a report to the Head of School who will advise the student of the outcome of this review within three weeks of the date of submission of the appeal.

Please read the University policy on Review of Results for additional information: <https://my.unsw.edu.au/student/atoz/ReviewResults.html>

Occupational health and safety

UNSW has an Occupational Health and Safety Policy that staff and students must COMPLY WITH. Please refer for details to:

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

The basic principles are working safely and responsibly, avoiding personal injury and protecting the safety of others, reporting hazards or incidents and any injuries or illnesses, knowing the location of emergency exits, fire-fighting equipments, first-aid cabinets and telephones, knowing what to do in the event of accidents or emergency, and cooperating fully

in the conduct of any building evacuation (actual or drill). THE TELEPHONE NUMBER TO CALL IN CASE OF AN EMERGENCY IS 9385 6666.

Student support services

The Learning Centre is available for individual consultation and seminars on academic skills – see: <http://www.lc.unsw.edu.au/>

Student equity and diversity issues are addressed via the Student Equity officers (Disability) in the Student Equity and Diversity Unit (93854734). Further information for students with disabilities is available at: www.studentequity.unsw.edu.au/disabil.html

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Student Equity & Diversity Unit (9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

A list (and details) of student support services is available through the following link: www.unsw.edu.au/ServicesSearch/ServicesBrowse.jsp?cat=D&servicesType=student

ATTACHMENT 1: MARKING CRITERIA FOR ESSAY

STUDENT NAME:

Criteria	< 50% (F)	50-64% (P)	65-74% (C)	75-84% (D)	85%+ (HD)
Argument: How well does the essay answer the question? Is the argument sustained?	Failure to put an argument/question not answered	Attempt made but weaknesses exist	Competent, logical and consistently argued	Strong argument, responds to question	Nuanced and Engaging; develops abstract, theoretical points
Evidence/Resources: Are relevant examples used to support arguments? Do conclusions flow from evidence? Are sources scholarly?	Inappropriate or very limited use of evidence, irrelevant evidence used	Minimal reading meets requirements, resources not well integrated	Solid reading, uses appropriate evidence, good range	Wide range of reading, very good use of evidence to sustain argument	Excellent use of appropriate evidence, engagement with all aspects
Critical analysis: Is the argument analytical, rather than descriptive? Does the essay engage with competing perspectives? Has the subject matter been treated fairly?	No engagement with different perspectives, descriptive	Mainly descriptive summary of material, perspectives taken at face value	Assesses contrasting viewpoints, takes a position, analytical evaluation provided	Thoughtful contribution to debate, arguments well evaluated and defended, gets 'behind' the evidence	Shows ingenuity, pointed analysis, excellent interpretation, engages with assumptions & contested meanings
Structure/Organisation: Does the argument flow logically and carry throughout? Are paragraphs well written or rambling? Are linking sentences used where needed? Do conclusions flow logically from evidence presented? Is word length as required?	No or jumbled structure, poor flow, rambling, incoherent, very disorganised, too short/long	Basic structure evident but lacks coherence and clarity	Coherent structure, some linkages, signposting, well constructed paragraphs, solid intro	Intro, linkages, signposting are very good, structure is logical, thread of argument throughout	Linkages and signposting are excellent, structure aids clarity of argument, logical order, excellent intro
Referencing: Are there enough references? Is referencing system accurate? Has student plagiarised?	Plagiarism, unacceptable level of paraphrasing, insufficient citations	Basic information provided most of the time, minor errors in format	All information provided, consistent, generally error free	Accurate and consistent referencing with no errors, accords with recognised format	Accurate and consistent referencing with no errors, accords with recognised format
Expression/Style: Are syntax and grammar correct? Are there frequent typographical errors? Is meaning of expression clear?	Sloppy grammar, expression not able to be understood	Sound expression, but some errors, awkward at times	Clear, good expression, very few errors, meaning is clear	Flair in expression, complex meanings and concepts communicated	Excellent, fluent expression, creative and precise, aids the argument

Note: These criteria are not necessarily weighted equally in determining the mark

ATTACHMENT 2: MARKING CRITERIA FOR POLICY BRIEFING & POLICY CAMPAIGN PAPERS

STUDENT NAME:

	Poor	Satisfactory	Good	Very good	Excellent
TECHNICAL COMPLIANCE					
Issue is clearly stated					
Brief follows required format					
Referencing in text					
Bibliography					
PRESENTATION AND WRITTEN EXPRESSION					
Spelling					
Grammar					
Expression					
Formatting & Structure					
ANALYTICAL RIGOUR					
Clarity of problem definition and background					
Analysis of key issues and Stakeholder positions and key tensions					
Options and suggested approach justified based on analysis and evidence					
Recommendations clear and justified					

Note: These criteria are not necessarily weighted equally in determining the mark

ATTACHMENT 3: MARKING GUIDE FOR MEDIA RELEASE

STUDENT NAME:

	Fail [0-49%]	Pass [50-64%]	Credit [65-74%]	Distinction [75-84%]	High Distinction [85-100%]
Argument How well does the release argue its case? Is the argument sustained?					
Catchy title					
Objectives clearly described					
Release leads with most important points					
Key issues & themes captured [5Ws & H]					
Structure & Formatting Is the release logically structured? Paragraphs well-written? Conclusions flow from evidence? Meets word limit?					
Use of evidence					
Media release meets word limit					
Referencing Sufficient references for evidence? Accurate? Evidence of plagiarism?					
Referencing					
Bibliography					
Expression & Style Typographical errors? Meaning & expression clear?					
Release informative & in newsy, journalistic style					
Effective use of quotes					
Spelling & grammar					
Expression & use of active voice					

Note: These criteria are not necessarily weighted equally in determining the mark.