

Course Outline (Higher Education)

School / Faculty: Faculty of Education and Arts

Course Title: PUBLIC POLICY AND POLITICAL SYSTEMS

Course ID: SOSCI2003

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED Code: 090103

Grading Scheme: Graded (HD, D, C, etc.)

Program Level:

AQF Level of Program						
	5	6	7	8	9	10
Level						
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Examine the workings of the three layers of government in Australia
- K2.** Investigate the process of developing public policy and how they differ with different levels of government
- K3.** Recognise the role of non-government actors in development of public policy

Skills:

- S1.** Demonstrate an understanding of the theory and development of public policy
- S2.** Apply effective of public policy interventions
- S3.** Identify the tensions between the elements and actors in the broader political system in developing public policy
- S4.** Analyse the policy development process to identify 'voiceless' constituencies

Application of knowledge and skills:

- A1.** Investigate a local public policy issue and examine the roles of all actors and identify those whose voices may not have been heard
- A2.** Reflect on how issues such as proximity, immediacy and lobbying style relate to differences in the way in which state and local governments develop public policy

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- A3.** Recognise the degree to which public policy development can be viewed as the preserve of the elites, at local, state and federal level.

Course Content:

The workshops will explore the following content:

Topics may include:

- Overview of the political system
- Developing public policy: process and context
- Locally developed public policy
- Role of political advisors and the public service
- Role of lobbyists, think tanks, the media, business
- Trade unions, the welfare sector and community organisations
- The 'voiceless'
- Is public policy formulation a democratic process?

Values and Graduate Attributes:

Values:

- V1.** Develop a critical understanding of political processes and public policy formulation
V2. Recognise the variety of actors in the public policy process
V3. Understand that not all are equally represented in democratic processes

Graduate Attributes:

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

Attribute	Brief Description	Focus
Knowledge, skills and competence	Students engage with new theoretical perspectives and develop skills in analysis which can be applied to continuous learning	Medium
Critical, creative and enquiring learners	Students develop independent study skills	Medium

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Attribute	Brief Description	Focus
Capable, flexible and work ready	Students develop understandings of policy development and government process supporting engaged citizenship	High
Responsible, ethical and engaged citizens	Students develop policy knowledge and skills based in an ethical understanding	High

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Task	Assessment Type	Weighting
K1-K3, S1-S4, A1-A3	Participation in workshop / seminar activity including discussion, reflection, research and group work	Workshop participation and a summary of personal and group learning in each session	15-20%
K1-K3, S1-S4, A1-A3	Through analysis of various media articles and other sources of information analyse a public policy issue at local, state and federal level identifying key actors, issues and the way in which public policy is being made at that level.	Written report	40-50%
K1-K3, S1-S4, A1-A3	Present a critical analysis of one of the policy issues analysed above in any acceptable presentation style, including oral presentation, poster, etc.	Individual presentation	10-20%
K1-K3, S4,A3	Research the issue of silences in public policy debates. Within a current public policy issue identify two groups who are 'voiceless' and identify why. Discuss a means by which they may be 'heard' in the debate.	Research essay	20-30%

Adopted Reference Style:

APA