Course Title	:	Governance, Management and Delivery
Course Code	:	SOC601
Recommended Study Year	:	Taught Master Year 1
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and Group Seminar
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Required
Discipline	:	Sociology and Social Policy
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course is designed to explore how the nature of governance, management, and delivery across differs the globe and how such differences shape the policy making process. Much of the teaching in this course will be based around the analysis of case studies and the assessment builds directly on these.

Aims

1. Introduce students to policy issues from a comparative and international perspective;

2. Explore a range of governance, management, and delivery models;

3. Analyse the forces, processes, and events that shape models of governance, management, and delivery;

4. Explore how the balance is struck between the private and the public in the mixed economy of welfare in a range of nations.

Learning Outcomes (LOs)

By the end of the course, students should be able to:

1. Demonstrate appreciation of the range of governance models that exist;

2. Understand the role governance plays in shaping approaches to social policy;

3. Demonstrate familiarity with issues that shape models of governance and their effectiveness in delivering social policy programmes.

Indicative Contents

1) Introduction

2) Mixed economy of welfare

3) Governance and public policy

4) Levels of Governance

5) Privatisation

6) New public management

7) Performance management

8) e-Government

9) Co-production

10) Public Finance

11) Continuity and Change

12) Good Governance

13) Conclusion

Teaching Method

One weekly lecture and group seminar

Assessment

Case study preparation and engagement 30%

Case study report   70%

Measurement of Learning Outcomes

Case study preparation and engagement 30% **ILOs 1-3**	30% of students' final grade will be given according to students' weekly case study preparation and participation. Students will be asked to prepare applied case studies for the four main areas of comparative social policy analysis, i.e. (1) ageing, families, and social policy; (2) education and youth transition; (3) health, wellbeing and social care; (4) welfare regimes and governance, based on selected literature provided by the course instructor. The applied case study will present the foundation for weekly group tasks and in-class discussions accompanying weekly lectures. By training the students' ability to use detailed case evidence as the basis of analytical policy evaluations, they will gain more confidence in linking theoretical and applied knowledge (ILO1); better appreciate the various roles of governance in different institutional contexts (ILO2), and gain a more detailed understanding of implementation issues of major social policies locally, nationally, and internationally (ILO3).

Case study report 70%
ILOs 1-3
	One case study report of not more than 5,000 words.
	
	• Students will be asked to read three articles that detail background and context of a particular policy case study. Reflecting on these articles students will:
	
	    • Identify and <u>critically analyse</u> the key changes in governance attempted in the case.
	
	    • Assess the <u>strengths and drawbacks</u> of the government's approach.
	
	• In completing the case study report, students will draw on literature, frameworks, theories and other cases studies covered in the course.
	
	• Grading is based on the case study report's content (understanding of topic, use of evidence, critical analysis) (60%), structure of argument (20%), and style (writing and referencing) (20%).

Readings

Bevir, M (2013) *The SAGE Handbook of Governance*, London: Sage

Hughes, O.E. (2012) *Public Management and Administration*, 4th Edition, Palgrave.

Marking rubric for <u>case study preparation and engagement</u>:

	A A- Excellent 100-80	B+ B B- Good 79-65	C+ C C- Pass 64-50	D+ D F Failure 49-0
Contributes to group meetings 25%	*Helps group discussions move forward by demonstrating analytical thinking.*	*Offers new suggestions to advance the work of the group.*	*Shares ideas but does not advance the work of the group.*	*Does not share ideas.*
Facilitates the contributions of course participants 25%	*Engages team members in ways that facilitate their contributions to group discussions by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.*	*Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.*	*Engages team members by taking turns and listening to others without interrupting.*	*Does not engage team members and fails to listen to others.*
Fosters constructive team environment 25%	*Supports a constructive team climate by doing all of the following:* *• Treats team members respectfully by being polite and constructive in communication.* *• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work.* *• Provides assistance and/or encouragement to team members.*	*Supports a constructive team climate by doing any two of the following:* *• Treats team members respectfully by being polite and constructive in communication.* *• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work.* *• Provides assistance and/or encouragement to team members.*	*Supports a constructive team climate by doing any one of the following:* *• Treats team members respectfully by being polite and constructive in communication.* *• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the group and its work.* *• Provides assistance and/or encouragement to team members.*	*Does not support a constructive team climate.*
Individual contributions outside of team meetings 25%	*Completes all assigned tasks by deadline. Work accomplished is thorough, comprehensive, and advances teaching and learning in the group. Proactively helps other team members complete their assigned tasks to a similar level of excellence.*	*Completes all assigned tasks by deadline. Work accomplished advances the project.*	*Completes all assigned tasks by deadline.*	*Fails to complete assigned tasks by the deadline.*

Source: Adapted from TEAMWORK VALUE RUBRIC (for more information, see: <u>value@aacu.org</u>)

Marking rubric for <u>case study report</u>:

Grade		Understanding of topic 20%	Use of evidence 20%	Critical analysis 20%	Structure of argument 20%	Writing and referencing 20%
A A- 100-80	Excellent	*Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.*	*Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.*	*Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.*	*Clear structure. Presents a convincing and well developed argument.*	*Thorough referencing throughout Uses references correctly. Demonstrates excellent writing skills.*
B+ B B- 79-65	Good	*Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.*	*Good use of evidence to support arguments.*	*Goes beyond description. Analyses material to develop argument.*	*Clear structure. Develops a sound argument.*	*Generally uses references correctly but some parts less well referenced. Competent writing skills.*
C+ C C- 64-50	Pass	*Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.*	*Adequate range of evidence used. Could have drawn on more suitable evidence.*	*More description than analysis in content. Needs to draw material together to develop argument.*	*Argument needs further development. Structure needs more clarity.*	*Some parts not referenced correctly. Writing skills could be improved.*
D+ D 49-0	Failure	*Superficial coverage and significant misunderstanding of the issues. Does not answer the question fully/directly enough.*	*Relies on limited range of sources. Has not been thoroughly researched.*	*Too descriptive. Needs to draw material together to develop argument.*	*Arguments not clear. Structure is not clear. Some repetition. Little clear linkage from point to point.*	*Referencing is inconsistent. Writing skills need considerable improvement. Sentence structure needs work. Needed proof reading.*