Module Details

Module Title	Policy Analysis for Governance and Development (Distance Learning)
Module Code	DEV7042-B
Academic Year	2023/4
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours

Type	Hours
Directed Study	170
Online Lecture (Synchronous)	11
Online Lecture (Asynchronous)	4
Online Seminar (Synchronous)	15

Availability

Occurrence	Location / Period
DLA	University of Bradford / Semester 1

Module Aims

To develop an advanced understanding policy analysis skills; To develop a systematic understanding of institutions and the interaction of formal and informal institutions and norms, To develop an advanced knowledge and understanding of the changing nature of state, the concept of governance and its indicators; To examine the contested concept of quality of government; To develop appropriate policy analysis skills and apply these to relevant public policy contexts of justice, equality, improving governance and achieving development.

Outline Syllabus

Advanced policy analysis skills and the public policy contexts; The new institutionalism: institutions that govern human interactions (North); rationalism and collective action; principal-agent problems. Critiques of the new institutionalist approach. The shift from government to governance, the changing role of the state and the changing nature of state-market relations. Central and local government relations and decentralization. Quality of governance concepts, indicators, the methodologies behind them and critiques of these. Governance failures including anarchy, state-capture, and corruption. Principles of justice, ethics and public policy. Professional values of a policy analyst.

Learning Outcomes	
Outcome Number	Description
O1	Show an advanced understanding of different theories or concepts of institutions and how these influence the meaning and frameworks of quality of governance;
O2	Develop applied policy analysis skills to: a. critically examine the relationship between individual citizens and the state and of issues such as the role of co-operation and collective action in relation to public goods and public services b. critically examine the ethical dilemmas and issues related to selected policy problems; and c. apply and critically comment upon an evidence based approach to policy making
O3	Communicate these ideas through analytical writing.

Learning, Teaching and Assessment Strategy
All sessions are delivered online using digital legal resources and appropriate learning technologies. The Virtual Learning Environment (VLE) for each module is the hub of knowledge through which all module materials are accessed and where a big part of student work takes place. The module will be delivered over 12 weeks and will involve 26 hours of synchronous and 4 hours of asynchronous sessions. [These will be 11 learning sessions of 2 hours each week with a break of one week approximately mid-way (week 5 or 6); 4 one hour seminars synchronous; and 4 hours of asynchronous activity. The synchronous sessions will include interactive seminars developing the key concepts, theories, concepts and alternative models or frameworks to identify issues in policy and practice. Through in-class surveys and debates some of the complexities of governance and in understanding institutions are explored. There will be opportunities to work on applying concepts developed in the lectures to identified case studies or selected real life policy issues in national or local government contexts. The asynchronous sessions will include a mix of learning activities such as pre-recorded brief presentations or talks on a particular topic, links to relevant videos and online resources and lists of questions and tasks for self-study. You can watch the presentations, videos and work on the answers and tasks at your own time. Oral feedback is given in the class during the synchronous sessions and opportunities for written feedback are provided. The main assessment is by an essay of between 2,800 to 3,000 words

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework	Various small tasks after each session (such as quizzes, writing 50 word summaries, datadashboard or policy brief)	20%
Summative	Coursework	Essay (2800-3000 words)	80%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html