

Module Details	
Module Title	Policy Analysis for Governance and Development
Module Code	DEV7037-B
Academic Year	2020/1
Credits	20
School	School of Social Sciences
Subject Area	Development
FHEQ Level	FHEQ Level 7
Pre-requisites	N/A
Co-requisites	N/A

Contact Hours	
Type	Hours
Lectures	20
Seminars	8
Directed Study	172

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

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

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
01	1 Show an advanced understanding of different theories or concepts of institutions and how these influence the meaning and frameworks of quality of governance;
02	2 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
03	3 Communicate these ideas through analytical writing and oral presentation.

Learning, Teaching and Assessment Strategy

The module will be delivered with a blended learning approach. Online (and subject to health and safety) face-to-face lectures and seminars develop the key concepts, theories and alternative models or rubrics to identify issues in policy and practice. Through polls, surveys and debates some of the complexities of governance and in understanding institutions are explored. Collaborative group work focuses on applying concepts developed in the lectures to identified case studies or selected real life policy issues in national or local government contexts including current policy challenges.

The assessment is by an essay that requires you to critically evaluate current literature and research findings and selected cases or empirical examples. You will also work in groups (using appropriate online collaborative tools) to develop an oral presentation with audio-visual materials to explain and analyse a particular governance problem relating to development policy in the Global South. Supplementary for the group presentation will take the form of an individual piece of work agreed by the Module Leader.

Mode of Assessment

Type	Method	Description	Length	Weighting
Summative	Presentation	Groupwork presentation - 10 slides and an executive summary of 500 words; SUPPLEMENTARY Individual piece of work	N/A	20%
Summative	Coursework	Essay 3000 words	N/A	80%

Reading List

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

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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