



UNIVERSITY OF
CAMBRIDGE

Institute of Continuing Education

Postgraduate Certificate in Public Policy

2019 – 2020

Course code: 1920PCB801

COURSE GUIDE

Welcome to the **Postgraduate Certificate in Public Policy**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 7 (i.e. at Master's level) and attracts 60 credits at Level M. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course is taught over four weekends with additional between-unit reflection, study and assignment work. A syllabus and reading and resource list for each of these units are included in this course specification and a virtual learning environment (VLE) will support students' learning throughout the programme.

Programme Overview

The Postgraduate Certificate in Public Policy provides a broad overview of the connections between interpretation, science, evidence and innovation in the public policy field. There is a *dual focus* in the course:

1. Understanding scientific principles and methods, and issues of evidence and expertise, on the one hand, and;
2. The integral character of politics and political processes to the policy-making arena, on the other.

The programme will provide students with a range of opportunities to develop their understanding of public policy through units that combine extensive independent study and intensive study-visits, seminars and lectures in Cambridge, as well as the completion of an independent research project. The overarching pedagogic aim of the programme is to accelerate and deepen students' grasp of the processes and dynamics affecting policy-making, the challenges of implementation facing all policy-makers, and the questions of evidence and expertise that have become increasingly salient in politics and policy discourse. An additional core ambition is to help participants make a greater impact in their professional role.

Programme Aims

The course aims to provide students with the opportunity to develop the capacity for critical thinking and the skills and tools to form judgements based on various kinds of data and information, and faced with varying degrees of uncertainty. The course will also train students to understand how others operate and how to work with them to achieve shared goals.

The programme aims to:

1. Explore the close connections between science, evidence, research and innovation in public policy;
2. Enable students to understand the challenges associated with each of these issues;
3. Engender and assess an invaluable set of analytical and interpretative skills.

Programme Learning Outcomes

Upon completion of the course students should be able to:

1. Analyse and deploy different kinds of data and information.
2. Consider policy issues from a range of different disciplinary perspectives.

3. Spot what is missing in policy advice.
4. Critically appraise information from different kinds of experts.
5. Integrate different forms of thinking.
6. Consider the implications of complexity, risk and uncertainty in policy-making.

At the end of the course students will be expected to have:

1. An appreciation of the political and legal context of policy-making.
2. An understanding of the economic and evidence aspects of policymaking.
3. A solid grounding in the theory, practical tools and skills required for the implementation of policy.

Students will gain knowledge and understanding of the complex world of policy development, analysis, decisions, implementation and evaluation. Students will leave with knowledge and understanding of funding priorities, incentives for change, interstate coordination, as well as insight into governance challenges at the national and international level. Skills and other attributes Students will gain experience in analytical procedures, communication, project management, leadership and strategic thinking. They will take away an awareness of the problems and pitfalls associated with various policy challenges, and the skills to design and deliver solutions.

Transferable skills for further study and employability

1. Preparation of policy briefings and reports
2. Critical reasoning, independence of mind, teamwork, ability to assess the importance of the ideas of others
3. Obtaining and synthesising information of varying types
4. Knowing when and how to seek expert advice
5. Ability to judge sources of data and information
6. The development of independent learning, study and time management skills
7. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Assignments

The first three units – *Introduction to Policy Analysis; Science, Evidence, and Policy; Politics and Policymaking* – are all assessed with the equivalent to a 3000 word assignment (in total) that constitutes 100% of the final mark for those units. These 3000 word assignments may have multiple parts.

The final unit, *Research Skills & Methods*, is assessed by an 8,000 word Independent Report which also constitutes 100% of the final mark for this particular unit.

Further details about each assignment and the submission deadlines for them are included under their respective unit overview below. Each assignment will also be directly discussed during the residential weekend for the respective unit.

Plagiarism

All students on an award-bearing course must read and abide by the University's plagiarism policy: <https://www.ice.cam.ac.uk/info/plagiarism-policy>

You are responsible for ensuring that you have read and understood the Institute's plagiarism guidance: <https://www.ice.cam.ac.uk/info/plagiarism-policy>

Further guidance relating to the avoidance of plagiarism is available on the University website at: www.admin.cam.ac.uk/univ/plagiarism/students/.

If, after reading the guidance, you have any outstanding queries you should seek clarification at the earliest opportunity from the Programme Director, Dr Matthew Barr: mb2237@cam.ac.uk

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

Core Reading

All students are expected to have completed the core reading assigned to each unit prior to the related residential session.

Where possible, the core readings have been assigned that are available electronically. In such cases, electronic versions will be available via the library but also be provided to you via the VLE.

There is no core textbook assigned in full on the required reading list for the programme, however, useful introductory academic textbooks on Public Policy include:

- Paul Cairney (2011) *Understanding Public Policy: Theories and Issues*, Palgrave.
- Christoph Knill and Jale Tosun (2012) *Public Policy: A New Introduction*, Palgrave.
- Peter John (2012) *Analyzing Public Policy*, Routledge.

Two further texts that you might find useful are the guidance documents from the UK Civil Service on policy analysis and policy evaluation, referred to as the Green Book and the Magenta Book. They can be found online at:

- <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>
- <https://www.gov.uk/government/publications/the-magenta-book>

Teaching staff

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Teaching will be delivered by a diverse group of academics and practitioners from across the various policy-related activities being undertaken at the University of Cambridge as well as by external academics and practitioners.

The Programme Director will be present at all sessions even when not leading the session themselves.

Programme Director: Dr Matthew Barr, Department of Politics and International Studies, University of Cambridge. Alison Richard Building (room 224), 7 West Road, Cambridge, CB3 9DT, 01223 767271. mb2237@cam.ac.uk

Administrative staff

Head of Academic Centre Administration: Valentina Steel, Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746218. Valentina.Steel@ice.cam.ac.uk

Academic Centre Administrator: Anna Rupaningal Institute of Continuing Education, University of Cambridge, Madingley Hall, Madingley, Cambridge, CB23 8AQ, 01223 746227. Anna.Rupaningal@ice.cam.ac.uk

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en-suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: www.ice.cam.ac.uk/about-us/how-find-us

Contact details of ICE

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Please also refer to the 'information for students' section on ICE's website <http://www.ice.cam.ac.uk/studying-with-us/information-for-students> and the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the ICE VLE will also contain valuable information specific to your course.

Information correct as at 24/06/2019

Please note, changes may be made to this programme and published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.

Syllabus

Unit 1: Introduction to Policy Analysis

Start date	Friday, 4 October 2019	End date	Sunday, 6 October 2019
	19.00		14.00

Venue Madingley Hall, Madingley Cambridge CB23 8AQ

Aims and Outcomes

The unit provides an introduction to some of the central themes that will be addressed across the PGCert in Public Policy. The unit aims to provide a common framework for discussing and analysing policy choices, as well as providing background on key discussions in the development of public policy in practice.

Having taken the course students will have:

1. An overview of the theories of public policy
2. A framework for understanding the policy process
3. An introduction to key policy analysis tools and methods
4. An appreciation of the changing nature of policy analysis

Content

This unit gives students a strong intellectual grounding in the policy process, introduces them to some of the key tools used in policy analysis, and provides insights into how policymakers think about their roles in the policy process. It moves from theory into practice and back again, allowing students to explore various analytical tools and theories and to explore them in discussion before examining some of these in their other coursework. It also considers various key issues and problems relating to implementation and policy formation.

Presentation of the unit

Teaching delivery will consist of teacher-led presentations, seminar sessions, and small group discussions and workshops, with students being expected to take an active part in these. These will be supplemented by a more informal expert speaker or senior policy professional and there will also be opportunities across the sessions for open and group discussions. As the teaching will be delivered by a diverse group of academics, students should also expect to be given a range of possible tasks within the sessions by those leading them.

Unit 1 Schedule

Friday

Please plan to arrive between 16:30 and 18:30. You can meet other course members in the bar which opens at 18:15. Tea and coffee making facilities are available in the study bedrooms.

19:00 – 20:30 Session 1: *Welcome*, from the MPhil in Public Policy teaching staff.
Introduction, with guest speaker

20:30 Dinner

22:00 Terrace bar open for informal discussion

Saturday

07:30 Breakfast

09:00 – 10:30 Session 2: *Policy Models, Approaches, and Tools* (Part 1)

10:30 Coffee

11:00 – 12:30 Session 3: *Policy Models, Approaches, and Tools* (Part 2)

13:00 Lunch

14:00 – 16:00 Free

16:00 Tea

16:30 – 18:00 Session 4: *Agenda Setting and Policy Entrepreneurs*

18:00 – 18:30 Free

18:30 Dinner

20:00 – 21:30 Session 5: *Policy Evaluation Instruments: Nudge/Behavioural Approaches*

21:30 Terrace bar open for informal discussion

Sunday (28th October)

07:30 Breakfast

09:00 – 10:30 Session 6: *Group Workshop*

10:30 Coffee

11:00 – 12:30 Session 7: *Group Workshop / Assignment Workshop*

12:45 Lunch

The weekend session will end after lunch.

Assignment: (1) Problem Statements and (2) Nudge

Students are required to write **two** assignments totalling **3,000** words that cover the following:

1. Please provide a problem statement for only **one** of the areas below, placing yourself as a senior adviser to the Minister responsible for this issue in a national government of your choice. In your response, indicate which country's perspective you are taking. This should total no more than 500 words.

- The issue of sexual discrimination in employment practices
- The possibility of a new global financial crisis
- The issue of clear air considerations in new urban planning
- The influence of social media on good policy making

Then, separately provide a 1000 word explanation of what you intend the statement to do and the basis for it in terms of framing the problem and whether it should or should not include explicit targets etc.

Word count: 1500

2. Design a Nudge policy for an issue of your choosing (excluding topics that have already been directly addressed during the residential weekend by the teaching staff). The paper needs to outline:

- The policy topic you are addressing;
- The intended behavioural change outcome you envision from the Nudge you are proposing;
- How the intended Nudge will work to achieve this behavioural change and address the policy topic; and
- Non-Nudge alternative policy approaches to the policy area you are focusing on and address the interaction between these and your Nudge policy.

Word count: 1500

The word count includes footnotes but excludes the bibliography. A page consisting entirely of diagrams, tables or figures counts as 250 words, smaller diagrams, tables or figures are counted proportionately.

Closing date for the submission of assignment: **Friday 3 January 2020** by 12.00 (noon), Cambridge time.

Unit 1 Reading and resource list

Core Reading: Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher
Cairney, P	2011	'What is Public Policy? How Should we study it?', pp. 22-45 in P. Cairney <i>Understanding Public Policy: Theories and Issues</i> .	Palgrave
Klein, R. and Marmor, T.R	2006	'Reflections on Policy Analysis: Putting it all together', pp. 892-912, in M. Moran et al (eds) <i>The Oxford Handbook of Public Policy</i> .	Oxford University Press
Dye, T	2011	'Models of Politics: Some Help in Thinking about Public Policy' in <i>Understanding Public Policy</i> .	Pearson
Kingdon, J.W	2014 (2 nd Edition)	'How does an idea's time come?' in <i>Agendas, Alternatives and Public Policies</i> .	Pearson
Howlett, M	2005	'What is a Policy Instrument? Tools, Mixes, and Implementation Styles', pp.31-50, in P. Eliadis et al (eds) <i>Designing Government: From Instruments to Governance</i> .	McGill-Queen's University Press

Core Reading: Journal articles

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
John, P	2003	Is There Life After Policy Streams, Advocacy Coalitions, and Punctuations:	<i>The Policy Studies Journal</i>	12(1): 481-498.

		Using Evolutionary Theory to Explain Policy Change?		
Mazarr, M	2007	The Iraq War and Agenda Setting	<i>Foreign Policy Analysis</i>	3(1): 1-23.
Thaler, R.H	2016	Behavioral Economics: Past, Present, and Future	<i>American Economic Review</i>	106(7): 1577-1600.
Van Der Linden, S	2018	The future of behavioral insights: On the importance of socially situated nudges	<i>Behavioural Public Policy</i>	Cambridge University Press
Wolfe, M. Jones, B.D. and Baumgartner, F.R	2013	A Failure to Communicate: Agenda Setting in Media and Policy Studies	<i>Political Communication</i>	30(2): 175- 192.

Further reading

Students wishing to deepen their understanding of public policy and politics will find the following useful:

Kindon, J.W	2014 (2 nd Edition)	<i>Agendas, Alternatives and Public Policies</i>	Pearson
Hallsworth M et al	2011	<i>Policy Making in the Real World: Evidence and Analysis</i>	Institute of Government
Stoker, G	2016 (2 nd Edition)	<i>Why Politics Matters: Making Democracy Work</i>	Palgrave
Hay, C	2007	<i>Political Analysis: A Critical Introduction</i>	Polity Press
Baumgartner, F and Jones, B	1993	<i>Agendas and instability in American politics</i>	University of Chicago Press.
Thaler, R.H and Sunstein. C.R	2009	<i>Nudge: Improving Decisions About Health, Wealth and Happiness</i>	Penguin Books
Thaler, R.H	2016	<i>Misbehaving: The Making of Behavioural Economics</i>	Penguin Books
Kahneman, D	2012	<i>Thinking, Fast and Slow</i>	Penguin Books
Sunstein, C	2014	The real world of cost-benefit analysis: Thirty-six questions (and almost as many answers)	<i>Columbia Law Review</i> , 114(1): 167-211.

Online Resources

HM Treasury (2011). *Green Book: Appraisal and Evaluation in Government*, HM Treasury, London. Available online:

- <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

OECD (2006). *Cost benefit analysis and the environment*, OECD Publishing. Available online:

- <http://www.oecd.org/environment/tools-evaluation/cost-benefitanalysisandtheenvironmentrecentdevelopments.htm>

Syllabus

Unit 2: Politics and Policymaking

Start date	Friday, 17 January 2020	End date	Sunday, 19 January 2020
	19.00		14.00

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Aims and Learning Outcomes

This unit aims:

1. To provide a critical overview of the role politics plays in policymaking.
2. To allow students to evaluate and assess policy
3. To provide students with a range of theoretical perspectives to understand the political dynamics of policymaking.

By the end of the unit, students will:

1. Understand the interaction between politics and policymaking.
2. Be able to critically assess and unpack existing policies.
3. Understand the theoretical underpinnings of policy evaluation and analysis.

Content

Politics provides the language which enables the expression of policy priorities and options, and also shapes the institutional arenas in which the evidence and ideas associated with policies are framed and contested. This unit examines the various ways in which politics affects stages of the policy process. It explores its integral character to policy-making, asks if politics is best understood as an unwelcome distraction from the achievement of rational policy-making, and considers whether the assumptions and foundations of policy-making need rethinking in the current era. As such, this unit positions an appreciation of politics as being central for understanding how policymaking works. Public policy is not produced in the controlled conditions of a laboratory, but in a public arena that is characterised by debate, contestation, and political manoeuvring.

Even the most compelling data and evidence does not speak for itself, but rather relies on the public interpretations placed upon it by those arguing for or against policy change. It is only by understanding the full breadth of the political, legal, and governance environment in which a decision is being made, that we can understand how and why a particular public policy outcome is arrived at. In this unit, we will examine those factors which are outside the immediate control of public policy professionals, and yet can have a tremendous impact in determining policy outcomes. These include the governing capacity of the modern state, the influence of the media, and the speed of political decision-making.

The unit will challenge students to consider the different ways in which public policy professionals might be able to influence policy processes that are outside their direct control, and what sort of skills they might require to do so.

Presentation of the unit

Teaching delivery will consist of teacher-led presentations, seminar sessions, and small group discussions and workshops, with students being expected to take an active part in these. These will be supplemented by a more informal expert speaker or senior policy professional and there will also be opportunities across the sessions for open and group discussions. As the teaching will be delivered by a diverse group of academics, students should also expect to be given a range of possible tasks within the sessions by those leading them.

Unit 2 Schedule

Friday

Please plan to arrive between 16:30 and 18:30. You can meet other course members in the bar which opens at 18:15. Tea and coffee making facilities are available in the study bedrooms.

19:00 – 20:30	Session 1: <i>Guest speaker</i>
20:30 – 22:00	Dinner
22:00	Terrace bar open for informal discussion

Saturday

07:30	Breakfast
09:00 – 10:30	Session 2: <i>Introduction: Context, The Modern Governance Environment & Everyday Politics</i>
10:30	Coffee
11:00 – 12:30	Session 3: <i>Political Rhetoric</i>
13:00	Lunch
14:00 – 16:00	Free
16:00	Tea
16:30 – 18:00	Session 4: <i>Place-based Policy-making</i>
18:00 – 18:30	Free
18:30	Dinner
20:00 – 21:30	Session 5: <i>Digital Governance</i>
21:30	Terrace bar open for informal discussion

Sunday

07:30	Breakfast
09:00 – 10:30	Session 6: <i>Policy Blunders & Policy Failure</i>

10:30	Coffee
11:00 – 12:30	Session 7: Assignment Workshop
12:45	Lunch

The weekend session will end after lunch.

Student assessment

This assignment constitutes 100% of the overall mark for the Politics and Policymaking unit.

Assignment (1): Policy Evaluation Report

Students are required to write **one** assignment of **3,000** words that covers the following:

- You work for a major independent non-partisan consultancy, which has been commissioned by the government (either UK or USA) to undertake a policy evaluation report. Drawing on McConnell's* conceptualisation of the three lenses for assessing policy success and failure – 'process', 'programme' and 'politics' – undertake an in-depth evaluation of a substantive policy topic of your choice.

Illustrative examples:

USA – 'Obamacare'
UK – 'Universal Credit'

*McConnell, A. (2015) 'What is Policy Failure? A Primer to Help Navigate the Maze' Public Policy and Administration 30(3-4): 221-242.

Word Count: The word count includes footnotes but excludes the bibliography. A page consisting entirely of diagrams, tables or figures counts as 250 words, smaller diagrams, tables or figures are counted proportionately.

Assessment Criteria

A. Framing and Targeting (25%)

- The evaluation report convincingly evaluates the current state of the policy through the three lenses of process, programme, and politics;
- The executive summary, evaluation findings, recommendations, and learnings for the future are clear, concise, well-defined, compelling, and appropriate for the audience.

B: Analytical Approach (50%)

- The evaluation report convincingly analyses competing claims about the costs, benefits, successes and failures of the policy being examined;
- The evaluation report demonstrates an understanding of key concepts and ideas from public policy literature broadly defined, and applies them correctly and persuasively to the problem at hand;
- The evaluation report persuasively engages with the contested nature of policy evaluations, showing an awareness of the political, legal, and governance environment surrounding this particular policy and how it may interact with the evidence-base presented;
- The evaluation report is explicit about key assumptions and uncertainties.

C: Communication (25%)

- The evaluation report should be a persuasive document, providing a clear assessment of the successes and failures involved, but in a way that remains balanced and evidence-based;
- The evaluation report should be easily scannable by a decision-maker, with easily recognisable key points that connect clearly to the analysis, the evaluation findings, the recommended courses of action, and the learnings for the future;
- Referencing is accurate and comprehensive, with a correct bibliography provided.

Closing date for the submission of assignment: Friday 3 April 2020 by 12.00 (noon), Cambridge time.

Unit 2 Reading and resource list

Core Reading: Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Runciman, D	2014	Politics	London: Profile Books, pp. 1-9.
Neumark, D. and Simpson, H	2015	Handbook of Regional and Urban Economics, Volume 5B. Chapter 18	http://www.socsci.uci.edu/~dneumark/1-s2.0-B9780444595317000181-main.pdf
Stone, D	2012	Policy Paradox: The Art of Political Decision Making, pp. 157-182.	New York: W.W. Norton and Co.
Charteris Black, J.	2011	Politicians and Rhetoric: The Persuasive Power of Metaphor. pp. 1-27	London: Palgrave Macmillan
Lakoff, G.	2014	Don't Think of an Elephant: Know Your Values and Frame the Debate, Chapter 1	Chelsea Green Publishing Co

Core Reading: Journal articles

Author	Year of publication	Title of article	Name of journal	Volume no. and page numbers.
McConnell, A	2015	'What is Policy Failure? A Primer to Help Navigate the Maze'	<i>Public Policy and Administration</i>	30(3-4): 221-242.

Eds.	15 December 2016	'Place-based economic policies as a response to populism'	The Economist	https://www.economist.com/finance-and-economics/2016/12/15/place-based-economic-policies-as-a-response-to-populism
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Online Resource

'Place-Based Policies'; <http://www.socsci.uci.edu/~dneumark/1-s2.0-B9780444595317000181-main.pdf>

Filer, Tanya. 'Governing GovTech'. Bennett Institute for Public Policy, University of Cambridge (blog), 2018. <https://www.bennettinstitute.cam.ac.uk/blog/?page=3>.

Orazem, Geoff, Greg Mallory, Matthew Schlueter, and Danny Werfel. 'Why Startups Don't Bid on Government Contracts'. Boston Consulting Group and Eastern Foundry, 22 August 2017. <https://www.bcg.com/en-gb/publications/2017/public-sector-agency-transformation-why-startups-dont-bid-government-contracts.aspx>.

Thompson, Mark. 'Disrupting Government: Reassessing Social Value for the Internet Age'. Bennett Institute for Public Policy, University of Cambridge (blog), 2018. <https://www.bennettinstitute.cam.ac.uk/blog/disrupting-government-reassessing-social-value-int/>.

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Zacka, B	2017	<i>When the State Meets the Street: Public Service and Moral Agency</i>	Harvard University Press
B. Head and Alford, J	2015	Wicked Problems: Implications for Public Policy and Management	<i>Administration and Society</i> 47(6): 711-739
Grube, D. C. and Howard, C	2016	Promiscuously Partisan? Public Service Impartiality and Responsiveness in Westminster Systems	<i>Governance</i> 29(4): 517-533.
S. Kumah and Brazys, S	2016	Democracy or Accountability?: Governance and Social Spending in Africa	<i>The Journal of Development Studies</i> 52(2): 286-299.
Flinders, M	2012	Defending Politics	OUP
Hood, C	2011	The Blame Game: Spin, Bureaucracy, and Self-Preservation in Government	<i>Princeton University Press</i> , pp. 3-43.
M.Nathan and Overman, H	2013	Agglomeration, clusters, and industrial policy	<i>Oxford Review of Economic Policy</i> , 29, 2, pp 383–404.
Rhodes, R.A.W	2011	<i>Everyday Life in British Government</i>	OUP, pp. 75-108.

Powles, Julia, and Hal Hodson. 'Google DeepMind and Healthcare in an Age of Algorithms'. *Health and Technology* 7, no. 4 (December 2017): 351–67. <https://doi.org/10.1007/s12553-017-0179-1>. (a more in-depth look at ethics and governance with a focus on technology firms and public health provision)

Spigelman, Shai-lee. Innovative Government for the 'Start-up' Nation. Interview by Tanya Filer. Acast, 18 July 2018. <https://www.acast.com/techstates/tech-states-innovative-government-for-the-start-up>. (podcast featuring the CEO of Digital Israel)

Syllabus

Unit 3: Science, Evidence and Policy

Start date	Friday, 24 April, 2020	End date	Sunday, 26 April, 2020
	19.00		14.00

Venue Madingley Hall, Madingley Cambridge CB23 8AQ

Content

Policy design and decisions should incorporate our knowledge about the best evidence available. This unit introduces students to the complex inter-relations of science, technology, innovation and public policy.

It asks whether and how policy-makers can become astute consumers of scientific evidence. It considers various kinds of data and evidence, and explores relevant methods and models for analysing these. It gives particular emphasis to the pervasive uncertainties that affect the scientific endeavour.

Presentation of the unit

Teaching delivery will consist of teacher-led presentations, seminar sessions, and small group discussions and workshops, with students being expected to take an active part in these. These will be supplemented by a more informal expert speaker or senior policy professional and there will also be opportunities across the sessions for open and group discussions. As the teaching will be delivered by a diverse group of academics, students should also expect to be given a range of possible tasks within the sessions by those leading them.

Unit 3 Schedule

Friday

Please plan to arrive between 16:30 and 18:30. You can meet other course members in the bar which opens at 18:15. Tea and coffee making facilities are available in the study bedrooms.

19:00 – 20:30	Session 1: <i>Guest Speaker</i>
20:30	Dinner
22:00	Terrace bar open for informal discussion

Saturday

07:30	Breakfast
09:00 – 10:30	Session 2: <i>Introduction & Context</i>
10:30	Coffee
11:00 – 12:30	Session 3: <i>Managing Uncertainty</i>
13:00	Lunch
14:00 – 16:00	Free
16:00	Tea
16:30 – 18:00	Session 4: <i>Evidence Synthesis</i>
18:00 – 18:30	Free
18:30	Dinner
20:00 – 21:30	Session 5: <i>Experts and Engagement</i>
21:30	Terrace bar open for informal discussion

Sunday

07:30	Breakfast
09:00 – 10:30	Session 6: <i>Policy Transfer and Co-design</i>
10:30	Coffee
11:00 – 12:30	Session 7: <i>Assignment Workshop</i>
12:45	Lunch

The weekend session will end after lunch.

Assignment (1): Rapid Evidence Assessment (REA)

Students are required to write **one** assignment of **3,000** words:

On an environmental policy of your choice, produce a REA that includes:

- A clear statement of the question investigated;
- The criteria used selecting the papers and publications to include in the REA;
- A critical analysis of different types of evidence and uncertainty present in the various papers and
- publications reviewed, referring when possible to the concepts covered in the course; and
- An overall assessment of the strength of the evidence, and the limitations.

Closing date for the submission of assignment: **Friday 29 May 2020** by 12.00 (noon), Cambridge time.

The word count includes footnotes but excludes the bibliography. A page consisting entirely of diagrams, tables or figures counts as 250 words, smaller diagrams, tables or figures are counted proportionately.

Unit 3 Reading and resource list

Books

Author / editor	Year	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Douglas, H		<i>Science in Policy-Making: Objectivity, Values, and Risk.</i> Chapter 1: Science Wars and Policy Wars, pp. 1-13.	University of Pittsburgh Press
Cartwright, N. and Hardie, J	2012	<i>Evidence-Based Policy: A Practical Guide to Doing it Better.</i> Chapter 8: What are RCTs Good For?	OUP
Gough, D and Tripney, J	2016	<i>Evidence-based policy making in the social sciences:</i> Chapter 3: Systematic reviews for policy, pp. 43-68. (Eds.) Gerry Stoker and Mark Evans.	Penguin Press

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Stoker, G and Evans, M	2016	<i>Evidence-based policy making in the social sciences</i>	Penguin
Cartwright, N. and Hardie, J.	2012	<i>Evidence-Based Policy: A Practical Guide to Doing it Better</i>	OUP

Online Resources

How to do a Rapid Evidence Assessment: UK Civil Service:

<http://webarchive.nationalarchives.gov.uk/20140402163101/http://www.civilservice.gov.uk/networks/gsr/resources-and-guidance/rapid-evidence-assessment/how-to-do-a-rea>

Jolliffe, D. and Farrington, D.P. (2007) 'A rapid evidence assessment of the impact of mentoring on re-offending: a summary' Home Office Online Report 11/07

http://webarchive.nationalarchives.gov.uk/20140305122816/http://www.civilservice.gov.uk/wpcontent/uploads/2011/09/rdsolr1107_tcm6-7376.pdf

DFID Rapid Evidence Assessment

<https://www.gov.uk/government/collections/rapid-evidence-assessments>

UK Civil Service Green Book and the Magenta Book:

- <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

- <https://www.gov.uk/government/publications/the-magenta-book>

Syllabus

Unit 4: Research Skills and Methods

Start date	Friday, 22 May, 2020	End date	Sunday 24 May, 2020
	19.00		14.00

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Aims and Outcomes

This unit aims to provide students with the necessary methodological skills to successfully complete their independent reports and learn valuable research methods that they can apply in the working life.

Content

This unit will primarily focus on the Independent Report and present a number of different research methods and approaches.

Students complete one independent paper based on a topic of their choice and takes the form of a policy brief. The purpose of a policy brief is to make recommendations for specific action on the part of a named briefee, and to supply a coherent justification for choosing a particular policy alternative or course of action in a current policy debate. The aim of the policy brief is to convince the target audience of the urgency of the current problem and the need to adopt the preferred alternative or course of action outlined. The policy brief should compress and summarise the available evidence, inspire action and aid decision-making. The independent paper is a substantial piece of work with a word limit of 5,000 words (including an executive summary). This will require a considerable amount of independent research. Significant research, quantitative and/or qualitative analysis and/or evidence synthesis (such as through a systematic review) will form the foundation for most independent papers and should be discussed in supervisions with your advisor.

The unit will also include 'next steps in your policy career' elements that will help students progress towards achieving future career development goals as the programme begins to draw to a close.

Presentation of the unit

Teaching delivery will consist of teacher-led presentations, seminar sessions, and small group discussions and workshops, with students being expected to take an active part in these. These will be supplemented by a more informal expert speaker or senior policy professional and there will also be opportunities across the sessions for open and group discussions. As the teaching will be delivered by a diverse group of academics, students should also expect to be given a range of possible tasks within the sessions by those leading them.

Unit 4 Schedule

Friday

Please plan to arrive between 16:30 and 18:30. You can meet other course members in the bar which opens at 18:15. Tea and coffee making facilities are available in the study bedrooms.

19:00	Dinner
20:30 – 22:00	Session 1: <i>Guest Speaker</i>
22:00	Terrace bar open for informal discussion

Saturday

07:30	Breakfast
09:00 – 10:30	Session 2: <i>Introduction: Research Methods and Approaches (Part 1)</i>
10:30	Coffee
11:00 – 12:30	Session 3: <i>Research Methods and Approaches (Part 2)</i>
13:00	Lunch
14:00 – 16:00	Free
16:00	Tea
16:30 – 18:00	Session 4: <i>Assignment Workshop</i>
18:00 – 18:30	Free
18:30	Dinner
20:00 – 21:30	Session 5: <i>Next Steps</i>
21:30	Terrace bar open for informal discussion

Sunday

07:30	Breakfast
09:00 – 10:30	Session 6: <i>Student Presentations and Feedback</i>
10:30	Coffee
11:00 – 12:30	Session 7: <i>Student Presentations and Feedback</i>
12:45	Lunch

The weekend session will end after lunch.

Student assessment

Assignment: Independent Report

Students are required to write one assignment of 8,000 words that covers the following:

- On the current policy topic of your choice, produce a policy paper that provides a policy recommendation on a clear policy issue.
- Target this policy paper for a specific audience and to a named briefee
- Provide a clear and coherent justification for your policy choice
- Compress and summarise the available evidence
- Inspire action and aid decision-making.

Closing date for the submission of assignment: Friday, 28 August 2020 by 12.00 (noon), Cambridge time.

Unit 4: Reading and resource list

Core Reading: Books

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title	Publisher and place of publication
Lowndes, V., Marsh, D., and Stoker, G, (ed)	2017	<i>Theory and Methods in Political Science</i>	Palgrave; 4 th edition
Moses, J. and Knutsen, T.	2012	<i>Ways of Knowing: Competing Methodologies in Social and Political Research</i>	Palgrave Macmillan; 2 nd edition.
Burnham, P., Gillard Lutz, K., Grant W., and Layton-Harry, Z.	2008	<i>Research Methods in Politics</i>	Palgrave Macmillan; 2 nd edition.
Halperin, S and Heath, O.	2016	<i>Political Research: Methods and Practical Skills</i>	OUP

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Box-Steffensmeier, J.M., Brady, H.E, and Collier, D. (Eds)	2008	<i>The Oxford Handbook of Political Methodology</i>	OUP
Gomm, R., Hammersley, M., and Foster. P.	2000	<i>Case Study Method: Key Issues, Key Texts</i>	Sage Publications

