



SSC 200

Evaluation, Planning and Policy

S2 External 2016

Dept of Sociology

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	13
<u>Changes from Previous Offering</u>	18

Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

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By appointment

Tutor

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Credit points

3

Prerequisites

SSC100 and SOC224 and admission to BSocSc

Corequisites

Co-badged status

Unit description

This social science unit continues from where SOC224 left off, focusing on vocational application and approaches to social research for purposes of policy and planning. We cover key aspects of evaluation research, with a particular focus on practical tools (including program logic), research methodologies, report writing and the conduct of research in social science workplaces. In doing this, we link the social science foundations established in the first and second year courses with the vocational experience students receive through the internship program at third year. This develops generic and specific social science research skills required by graduates.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

build on existing knowledge about social science applications of qualitative and quantitative methods

consider what a multi-disciplinary approach offers to our understanding of public policy and program evaluation

understand how to develop program logic models through critical analysis of public policy

discuss the impact of values, stakeholder perspectives and politics in shaping evaluation research.

identify the role of evaluation research in ongoing cycles of planning, implementation and review.

understand how to identify and approach the wide range of ethical issues raised by evaluation research

explain issues around a range of important social and/or environmental issues

apply knowledge of evaluation research and policy planning to respond to 'real world' problems

competently access, use and synthesise information. This involves organising and summarising data efficiently, concisely and clearly.

display creative and critical thinking through workshop participation and written assessments

demonstrate effective time management and self organisation skills

reflect on how you have analysed information and solved problems, incorporating lessons into future work.

participate in group work to analyse research problems and design evaluation tools

General Assessment Information

Submission and return of assessments

Written assessments need to be submitted online using the Turnitin link on the SOC810 iLearn page. Assignments will be marked using Grademark. Where possible, feedback and results will be made available online within 3 weeks of the assessment being submitted (excluding assignments submitted before the due date) via Turnitin.

Late submissions - penalties and disruption to studies

Assessment tasks worth 10% or less of the overall grade for the unit. Students who have not submitted the task prior to the deadline will be awarded a mark of 0 for the task, except for cases in which an application for Disruption to Studies is made and approved. No extensions will be granted.

Assessment tasks worth more than 10% of the overall grade for the unit. Students who

submit late work without an extension will receive a penalty (5 per cent for the first day or weekend, 1 per cent for each day thereafter). This penalty does not apply for cases in which an application for Disruption to Studies is made and approved. No extensions will be granted.

Assessment Grades

GRADE	RANGE	STATUS	DESCRIPTION
HD	85-100	Pass	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality, insight or creativity in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the program.
D	75-84	Pass	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality or creativity in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the program and the audience.
CR	65-74	Pass	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the program.
P	50-64	Pass	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the program; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the program. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F	0-49	Fail	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the program.

Assessment Tasks

Name	Weighting	Due
<u>Online Quiz 1</u>	5%	1st September
<u>Program Logic Task</u>	25%	14th September
<u>Online Quiz 2</u>	20%	20th October
<u>Evaluation Research Proposal</u>	40%	9th November
<u>Course Participation</u>	10%	Continuing

Online Quiz 1

Due: **1st September**

Weighting: **5%**

This online quiz will consist of 10 multiple choice questions. You will be asked to read each question and select the **BEST response** from the available options. It is designed to provide you with an early insight into how you are going in SSC200. It will draw on both the course readings and lecture materials.

The online quiz will become available on 29th of August and you can undertake the quiz until Thursday 1st September (at 11:59 pm EST). It will become available via the SSC200 iLearn page. **The quiz can only be taken once.** You will be given 10 minutes to complete it.

More information will become available in the early weeks of semester.

N.B. In the event of technical difficulties, it is your responsibility to contact course staff before the due date. We advise you to ensure that you can access the link to the quiz on Wednesday 31st August at the very latest (without starting the quiz unless you want to).

On successful completion you will be able to:

- consider what a multi-disciplinary approach offers to our understanding of public policy and program evaluation
- competently access, use and synthesise information. This involves organising and summarising data efficiently, concisely and clearly.
- demonstrate effective time management and self organisation skills

Program Logic Task

Due: **14th September**

Weighting: **25%**

As program logics are one of the most widely used tools in evaluation research, this task requires you to develop a program logic for ONE of four policies and programs identified on the course iLearn page and explain the theory of change that underpins it. Alternatively, if you would like to develop a program logic for another program, please contact the course convenor before proceeding. At the very least, the program logic should include: the issue; needs; desired outcomes; resources/inputs; activities/outputs; and actual outcomes. You should present the program logic in diagrammatic form and outline the core components of each aspect of the program logic in a table. You should also describe the program logic in the text of your paper and explain the theory of change that underpins it. And, you should briefly discuss the assumptions and limitations of the program logic model presented. Please note, we encourage you to choose the same policy or program for this assessment and the evaluation research proposal. Also, **the word count does not have to include the diagrammatic presentation of the program logic or the table that outlines its different elements.** Make sure that you identify the same elements of the program in both the diagram and table.

N.B Please submit this assignment via Turnitin ONLY.

On successful completion you will be able to:

- build on existing knowledge about social science applications of qualitative and quantitative methods
- understand how to develop program logic models through critical analysis of public policy
- explain issues around a range of important social and/or environmental issues
- apply knowledge of evaluation research and policy planning to respond to 'real world' problems
- competently access, use and synthesise information. This involves organising and summarising data efficiently, concisely and clearly.
- display creative and critical thinking through workshop participation and written assessments
- demonstrate effective time management and self organisation skills
- reflect on how you have analysed information and solved problems, incorporating lessons into future work.

Online Quiz 2

Due: **20th October**

Weighting: **20%**

This online quiz will consist of multiple choice and/or short answer questions. It is designed to provide you with ongoing insight into how you are going in SSC200. It will draw on course readings, workshop materials and the lectures. It will also require you to analyse data tables and use Microsoft Excel, drawing on the detailed course notes provided where relevant.

The online quiz will become available on 13th of October and you can undertake the quiz until 20th October (at 11:59 pm EST). It will become available via the SSC200 iLearn page. **The quiz can only be taken once.** You will be given 40 minutes to complete it.

More information will become available in the weeks leading up to the quiz.

N.B. In the event of technical difficulties, it is your responsibility to contact course staff before the due date. We advise you to ensure that you can access the link to the quiz on 15th October (without starting the quiz unless you want to).

On successful completion you will be able to:

- build on existing knowledge about social science applications of qualitative and quantitative methods

- competently access, use and synthesise information. This involves organising and summarising data efficiently, concisely and clearly.
- demonstrate effective time management and self organisation skills

Evaluation Research Proposal

Due: **9th November**

Weighting: **40%**

This research assignment requires you to develop an evaluation research proposal. You should organise the proposal into the following parts: background information on policy issue; an outline of the program logic; a brief literature review; the aspects of the policy to be evaluated; a methodology; and ethical issues. When outlining the methodology, you should select one of Owen's (2006) five approaches to evaluation. The methodology should also identify the research methods that will be used and provide a justification for their selection. This task is similar to the research proposal you developed in SOC224, but it requires you to develop a methodology for a policy or program evaluation. More details will become available on the iLearn page. Again, if you have any doubts about the suitability of a particular program or policy, please contact the course convenor.

N.B Please submit this assignment via Turnitin ONLY.

On successful completion you will be able to:

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- consider what a multi-disciplinary approach offers to our understanding of public policy and program evaluation
- understand how to develop program logic models through critical analysis of public policy
- discuss the impact of values, stakeholder perspectives and politics in shaping evaluation research.
- identify the role of evaluation research in ongoing cycles of planning, implementation and review.
- understand how to identify and approach the wide range of ethical issues raised by evaluation research
- explain issues around a range of important social and/or environmental issues
- apply knowledge of evaluation research and policy planning to respond to 'real world' problems
- competently access, use and synthesise information. This involves organising and

summarising data efficiently, concisely and clearly.

- display creative and critical thinking through workshop participation and written assessments
- demonstrate effective time management and self organisation skills
- reflect on how you have analysed information and solved problems, incorporating lessons into future work.

Course Participation

Due: **Continuing**

Weighting: **10%**

The weekly lectures and tutorials are compulsory. To meet the requirements of this course, you are required to participate in at least 80 per cent of lectures and at least 80 per cent of workshops. For the requirement to participate in the lectures, you are required to write separate 300 word summaries for at least 80 per cent of lectures. These summaries need to be posted online within a week of the lecture taking place. For instance, a summary of the Week 2 lecture should be posted no later than at the end of Week 3.

In addition to contributing to online workshops, you are also expected to actively participate in them. As an incentive, 10 percent of your final mark will be awarded for your participation in the weekly online forums for external students. The online forums can be found in each weekly tab in the iLearn page. We will look for evidence that you have done the readings and your ability to engage respectfully with other students.

N.B. There are no workshops in weeks 1 and 13 of the course.

On successful completion you will be able to:

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- identify the role of evaluation research in ongoing cycles of planning, implementation and review.
- understand how to identify and approach the wide range of ethical issues raised by evaluation research

- explain issues around a range of important social and/or environmental issues
- apply knowledge of evaluation research and policy planning to respond to 'real world' problems
- display creative and critical thinking through workshop participation and written assessments
- demonstrate effective time management and self organisation skills
- reflect on how you have analysed information and solved problems, incorporating lessons into future work.
- participate in group work to analyse research problems and design evaluation tools

Delivery and Resources

Lecture and workshop times

Both the lectures and workshops for SSC200 are compulsory.

Lectures in C5C Collaborative Forum

Tuesdays 4pm to 6pm

Workshops in W6B 157

Thursday 12pm to 1pm

Thursday 2pm to 3pm

Thursday 3pm to 4pm

Thursday 4pm to 5pm

For external students, lectures will be recorded and made available via ECHO360 and the only workshops will be conducted via online forums accessible in the weekly tabs of the SSC200 iLearn page.

Technology used

The following technologies are used in SSC200...

iLearn

Important information about the weekly schedule for SSC200, course readings and assessment are all available on the course *iLearn* page. If you do not have access, please contact IT help. You are required to check iLearn and your student email regularly for course updates and information.

Turnitin

All written assessments for SSC200 need to be submitted via Turnitin. A link to Turnitin is available via the Assessments tab on the iLearn page. Please contact the convenor if you cannot find it (do not leave it until the day of the assessment). Assignments will be marked via

GradeMark and results available through Turnitin.

Unit Readings via Library website

The readings for the course should be available free-of-charge via e-Reserve or online via the world wide web. The Unit Readings tab is part of the Macquarie University Library website.

Unit Schedule

1	Introducing evaluation research	No workshop
2	Social issues, public policy & wicked problems	Wicked problems
3	Understanding the policy process	Engaging with the policy process
4	Program logic: Policy as a theory of change	Developing program logics
5	Research paradigms and evaluation research	Contemplating paradigms
6	Designing evaluation research	Using evaluation approaches
7	Using observation & interviews in evaluations	Interview schedules in evaluation
8	Conducting social surveys for evaluation research	Using Excel to analyse data
9	Developing indicators for practice	Indicators with purpose?
10	Evaluation case studies: how to present results?	Presenting data
11	Evaluation in practice: A panel discussion	Evaluation research proposals
12	Ethics, politics and evaluation / The course in review	Contemplating ethics & politics
13	Revision week	No workshop

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 <http://mq.edu.au/policy/docs/assessm>

[ent/policy_2016.html](#). For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Academic Honesty

Academic Honesty is an intergral part of the core values and principles contained in the Macquarie University Ethics Statement. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim
- All academic collaborations are acknowledged
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately

See the link above for more information from **Policy Central**.

University Grading Policy

The grade that a student receives will signify their overall performance in meeting the learning outcomes of the unit of study. Graded units will use the following grades

HD High Distinction 85-100

D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Return of marked work

As per university policy, written assessments will be returned to students within three weeks of the submission date. Early assignments will not be marked early. And, the short class test held during the examination period at the end of semester will not be returned to students.

Extensions and special consideration

In the first instance, extensions for course assessments should be discussed with the unit convenor. Medical certificates or similar documentation will be needed to support requests for extensions. If you have any doubts about whether your situation qualifies for an extension, please contact the course convenor.

Special consideration should be applied for when students experience circumstances of three (3) consecutive days duration (or longer) within a semester that prevents completion of assessment or formal examination. You should apply online to the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The special consideration policy is available online at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Late Penalties

For all written assessment tasks, the Department applies the following penalties for late work that does not have an extension:

5 per cent for the first day (or weekend if the assessment is due on Friday and submitted the following Monday); 1 per cent for each subsequent day

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- consider what a multi-disciplinary approach offers to our understanding of public policy and program evaluation
- apply knowledge of evaluation research and policy planning to respond to 'real world' problems
- display creative and critical thinking through workshop participation and written assessments

Assessment tasks

- Evaluation Research Proposal
- Course Participation

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- understand how to identify and approach the wide range of ethical issues raised by evaluation research
- apply knowledge of evaluation research and policy planning to respond to 'real world' problems
- competently access, use and synthesise information. This involves organising and summarising data efficiently, concisely and clearly.
- demonstrate effective time management and self organisation skills

Assessment tasks

- Program Logic Task
- Evaluation Research Proposal
- Course Participation

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- identify the role of evaluation research in ongoing cycles of planning, implementation and review.
- display creative and critical thinking through workshop participation and written assessments
- reflect on how you have analysed information and solved problems, incorporating lessons into future work.

Assessment tasks

- Online Quiz 1
- Online Quiz 2

- Evaluation Research Proposal
- Course Participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- build on existing knowledge about social science applications of qualitative and quantitative methods
- consider what a multi-disciplinary approach offers to our understanding of public policy and program evaluation
- identify the role of evaluation research in ongoing cycles of planning, implementation and review.

Assessment tasks

- Online Quiz 1
- Program Logic Task
- Evaluation Research Proposal
- Course Participation

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- understand how to develop program logic models through critical analysis of public policy
- discuss the impact of values, stakeholder perspectives and politics in shaping evaluation research.
- understand how to identify and approach the wide range of ethical issues raised by

evaluation research

Assessment tasks

- Program Logic Task
- Online Quiz 2
- Evaluation Research Proposal

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- build on existing knowledge about social science applications of qualitative and quantitative methods
- understand how to develop program logic models through critical analysis of public policy
- apply knowledge of evaluation research and policy planning to respond to 'real world' problems

Assessment tasks

- Program Logic Task
- Online Quiz 2
- Evaluation Research Proposal

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- explain issues around a range of important social and/or environmental issues
- competently access, use and synthesise information. This involves organising and summarising data efficiently, concisely and clearly.
- participate in group work to analyse research problems and design evaluation tools

Assessment tasks

- Program Logic Task
- Evaluation Research Proposal
- Course Participation

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- understand how to develop program logic models through critical analysis of public policy
- discuss the impact of values, stakeholder perspectives and politics in shaping evaluation research.
- understand how to identify and approach the wide range of ethical issues raised by evaluation research

Assessment tasks

- Evaluation Research Proposal
- Course Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- understand how to develop program logic models through critical analysis of public policy
- understand how to identify and approach the wide range of ethical issues raised by evaluation research
- explain issues around a range of important social and/or environmental issues

Assessment tasks

- Evaluation Research Proposal
- Course Participation

Changes from Previous Offering

The weekly schedule, readings and assessment have changed since previous offerings.