FLINDERS UNIVERSITY MAIN CAMPUS INFORMATION
Visit: [www.flinders.edu.au/campus](http://www.flinders.edu.au/campus) where you will find links to interactive location maps, Google maps, virtual tours, video resources, photographic galleries and live webcams of our main campus at Bedford Park.

FLINDERS UNIVERSITY VICTORIA SQUARE
Flinders has a presence in the Adelaide CBD where we:
• provide information and advice to students wanting to find out about study at Flinders;
• teach a selection of our courses and topics; and
• engage with major business, community and political stakeholders.

FLINDERS REGIONAL AND INTERSTATE LOCATIONS
Flinders geographical footprint extends beyond metropolitan Adelaide.
You can find a Flinders presence in:
• Regional South Australia: Port Lincoln, Barossa Valley, Mt Gambier, Victor Harbor and Renmark.
• Victoria: Warrnambool and Hamilton
• Northern Territory: Alice Springs, Darwin, Katherine and Nhulunbuy
For more information visit: [www.flinders.edu.au/campus](http://www.flinders.edu.au/campus)
Welcome to the Graduate Program in Public Administration. We hope that you find your time in the program and the School of Social and Policy Studies stimulating, challenging and rewarding.

Flinders University has a long commitment to graduate public policy and management studies and research, commencing with the Master of Policy and Administration in 1985.

The purpose of this handbook is to provide you with:

- an outline of the topics taught within the program (note that students can also take some electives from other programs where the content is relevant to public policy, administration or management)
- the 2011 topic timetable
- an overview of our expectations of students
- advice on different aspects of study
- the university policy on plagiarism
- answers to frequently asked questions
- a quick reference guide to useful university services and publication.

For information about individual topics contact the relevant topic coordinator.

Director of Flinders Institute of Public Policy & Management
Assoc. Prof. Jo Baulderstone
Room 309 Social Sciences South Building
Telephone: 8201 2878 (direct)

Director of Studies
Dr Cassandra Star
Room 330 Social Science South Building
Telephone: 08 8201 2074 (direct)

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Phone  +(618) 8201 3973
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Email  soc.pol.studies@flinders.edu.au

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A history of the Graduate Program

FIPPM is a centre for research and consultancy in policy development and implementation; program evaluation; professional practices, organizational development and change, service user perspectives, the inter-relationships between state, market and civil society, community and social development and the role of non-governmental public action. It is located within the School of Social and Policy Studies (SSPS).

The Graduate Program in Policy and Administration (GPPolAdmin) was established in the Faculty of Social Science as an interdisciplinary program in 1986 offering the Graduate Diploma in Policy and Administration and the Master of Policy and Administration (MPA). Flinders Institute of Public Policy and Management (FIPPM) was established in 1993 and assumed responsibility for the Graduate Program in Public Policy and Management (GPPPM) replacing the GPPolAdmin in 1996. A new Graduate Certificate in Public Sector Management (GCPSM), a new Master of Public Management (MPM) and Master of Public Policy (MPP) awards were introduced alongside the Graduate Diploma in Public Policy and Management (GDPPM) and the MPA.

In 2003, FIPPM became part of the School of Political and International Studies (SPIS) enabling closer links with undergraduate public policy teaching staff. A curriculum review in mid 2004 led to further changes, with the program being renamed the Graduate Program in Public Administration (GPPA). The GPPA now includes the Master of Public Administration, Master of Public Administration (Policy), Master of Public Administration (Management), Graduate Diploma in Public Administration, Graduate Certificate in Public Sector Management and Graduate Certificate in Public Policy. A new Graduate Certificate in Development Administration has been introduced in 2011 and another Graduate Certificate in Organisational Learning is jointly offered with the School of Education. Since 2008 participants in the Australia-wide Public Sector Management Program have been assessed through FIPPM and receive the Graduate Certificate in Public Sector Management.

In January 2010, after a review of social sciences at Flinders FIPPM and the GPPA became part of a new School of Social and Policy Studies (SSPS) which brings together a number of inter-related disciplines under one umbrella. FIPPM as a component of the new school and the GPPA as the graduate arm of the newly established Discipline of Politics and Public Policy within SSPS, will continue to promote excellence in teaching, research and consultancy in areas of public policy, administration and management. Graduate Program students will benefit from the experience and achievements of the larger pool of academic staff and their teaching, research and publications.

2010 also saw the consolidation of city-based teaching in the University’s Victoria Square site. Core topics, intensives and a selection of electives are available at 182 Victoria Square.
## Topic Conveners

<table>
<thead>
<tr>
<th>Name</th>
<th>Course Numbers</th>
<th>Courses Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jo Bauldstone</strong> (Assoc. Prof.)</td>
<td>POAD 9026, 9050A</td>
<td>Management in non-government organisations (not offered 2011)</td>
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<tr>
<td></td>
<td>POAD 9028, 9022</td>
<td>Evaluation Methods</td>
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<td></td>
<td>POAD 9043, 9050C</td>
<td>Selected Issues in Public Policy</td>
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<td>POAD 9044, 9045</td>
<td>Selected Issues in Public Management</td>
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<td>POAD 9118, 9019</td>
<td>Managing Human resources in the Public Sector (not offered 2011)</td>
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<tr>
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<td>POAD 9130, 9132</td>
<td>Toolkit for Public Management</td>
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<tr>
<td></td>
<td>POAD 9142</td>
<td>Leading and Managing Change</td>
</tr>
</tbody>
</table>

| **David Hope** (Adjunct Staff) | POAD 9034       | Risk Management - Principles and Practice                                      |
|                                | POAD 9037       | Financial Management                                                            |
|                                | POAD 9056       | Asset Management (not offered 2011)                                             |

| **Craig Matheson** (Lecturer) | POAD 9136       | Culture and Public Policy                                                       |
|                              | POAD 9137       | Ethics in Public Administration                                                 |
|                              | POAD 9139       | Organisational Politics, Culture and Management                                |

| **Janet McIntyre** (Associate Professor) | POAD 9050A | Master of Public Administration                                                |
|                                         | POAD 9050B  | Master of Public Administration Dissertation                                   |
|                                         | POAD 9050C  | Master of Public Administration Dissertation                                   |
|                                         | POAD 9050D  | Master of Public Administration Dissertation                                   |
|                                         | POAD 9133   | Critical Systems Thinking and Practice                                         |
|                                         | POAD 9134   | Democracy and Sustainability                                                    |
|                                         | POAD 9138   | Governance and Public Policy                                                    |
|                                         | POAD 9141   | Qualitative Research Methods                                                    |

| **Lionel Orchard** (Associate Professor) | POAD 9014 | Public Policy                                                                 |
|                                       | POAD 9016 | Urban Policy and Governance                                                    |
|                                       | POAD 9017 | Contemporary Public Policy Theoretical Perspectives                           |

| **Jane Robbins** (Sr. Lecturer) | POAD 9030 | Indigenous Issues in Public Policy                                            |
|                                |           |                                                                               |

| **Noore Siddiquee** (Sr. Lecturer) | POAD 9015 | Economics and Public Policy                                                   |
|                                   | POAD 9022 | Public Management                                                             |
|                                   | POAD 9119 | Regionalism, Decentralisation and Governance                                  |
|                                   | POAD 9131 | Development Administration                                                    |
|                                   | POAD 9150 | Project in Public Administration                                              |
|                                   | POAD 9150A| Project in Public Administration                                              |
|                                   | POAD 9150B| Project in Public Administration                                              |
|                                   | POAD 9150C| Project in Public Administration                                              |

| **Cassandra Star** (Lecturer) | POAD 9005 | Contemporary Cases in Public Policy                                          |
|                              | POAD 9129 | Environmental Policy and Governance                                          |
|                              | POAD 9132 | Action Learning Project/Internship                                           |
|                              | POAD 9132A| Action Learning Project/Internship                                           |
|                              | POAD 9132B| Action Learning Project/Internship                                           |

| **Bruce Spencer** (Adjunct Staff) | POAD 9135 | Project Management                                                           |
|                                  |           |                                                                               |
## Topic Timetable 2011

### Pre Semester One Intensive

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Dates</th>
<th>Time</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>POAD 9034</td>
<td>Risk Management Principles and Practice</td>
<td>3-4 &amp; 7-8 February</td>
<td>09:00 - 16:50</td>
<td>Room 115 SSS</td>
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### Semester One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Time</th>
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<tbody>
<tr>
<td>POAD 9014</td>
<td>Public Policy</td>
<td>Tuesday 09:00 - 11:50</td>
<td>Room 115 SSS</td>
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<tr>
<td></td>
<td></td>
<td>Tuesday 16:00 - 17:50</td>
<td>Room 3 Victoria Square Campus</td>
</tr>
<tr>
<td>POAD 9022</td>
<td>Public Management</td>
<td>Monday 10:00 - 11:50</td>
<td>Room 115 SSS</td>
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<tr>
<td></td>
<td></td>
<td>Monday 17:00 - 18:50</td>
<td>Room 1 Victoria Square Campus</td>
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<tr>
<td>POAD 9037</td>
<td>Financial Management</td>
<td>April 14-15 &amp; 18-19</td>
<td>Room 2 Victoria Square Campus</td>
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<td>09:00 - 16:50</td>
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<tr>
<td>POAD 9043</td>
<td>Selected Issues in Public Policy</td>
<td>4 Day intensive Workshop</td>
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<tr>
<td>POAD 9044</td>
<td>Selected Issues in Public Management</td>
<td>4 Day intensive workshop</td>
<td></td>
</tr>
<tr>
<td>POAD 9119</td>
<td>Regionalism, Decentralisation and Governance</td>
<td>Wednesday 16:00 - 17:50</td>
<td>Room 115 SSS</td>
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<tr>
<td>POAD 9132</td>
<td>Action Learning Project/Internship</td>
<td>By arrangement</td>
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<tr>
<td>POAD 9133</td>
<td>Critical Systems Thinking and Practice</td>
<td>Tuesday 16:00 - 17:50</td>
<td>Room 115 SSS</td>
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<tr>
<td>POAD 9134</td>
<td>Democracy and Sustainability</td>
<td>Tutorial/Online</td>
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<tr>
<td>POAD 9138</td>
<td>Governance and Public Policy</td>
<td>Wednesday 09:00 - 10:50</td>
<td>Room 115 SSS</td>
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<tr>
<td>POAD 9139</td>
<td>Organisational Politics, Culture and Management</td>
<td>Thursdays 16:30 - 18:30</td>
<td>Room 112 SSS</td>
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<tr>
<td>POAD 9141</td>
<td>Qualitative Research Methods</td>
<td>Thursday 09:00 - 10:50</td>
<td>Room 115 SSS</td>
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<tr>
<td>POAD 9150</td>
<td>Project in Public Administration</td>
<td>By arrangement</td>
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<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Time/Date</td>
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<tr>
<td>POAD 9005</td>
<td>Contemporary Cases in Public Policy</td>
<td>Friday, 09:00 - 10:50</td>
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<td>Thursday 16:00 - 17:50</td>
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<td>Room 2.1 Victoria Square Campus</td>
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<tr>
<td>POAD 9015</td>
<td>Economics and Public Policy</td>
<td>Thursday, 13:00 - 14:50</td>
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<td>Room 115 SSS</td>
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<tr>
<td>POAD 9017</td>
<td>Contemporary Public Policy: Theoretical Perspectives</td>
<td>Wednesday, 09:00 - 11:50</td>
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<td>Wednesday, 16:00 - 18:50</td>
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<td>Room 115 SSS</td>
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<tr>
<td>POAD 9028</td>
<td>Evaluation Methods</td>
<td>21, 22 and 23 September 09:00 - 16:50</td>
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<td>Room 1 Victoria Square Campus</td>
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<tr>
<td>POAD 9030</td>
<td>Indigenous Issues in Public Policy</td>
<td>Wednesday 12:00 - 13:50</td>
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<td>Room 115 SSS</td>
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<td>POAD 9043</td>
<td>Selected Issues in Public Policy</td>
<td>4 Day intensive workshop</td>
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<tr>
<td>POAD 9044</td>
<td>Selected Issues in Public Management</td>
<td>4 day intensive workshop</td>
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<tr>
<td>POAD 9050</td>
<td>Master of Public Administration Dissertation</td>
<td>By arrangement</td>
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<tr>
<td>POAD 9129</td>
<td>Environmental Policy and Governance</td>
<td>Thursday 9.30 -12.50</td>
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<tr>
<td>POAD 9130</td>
<td>Toolkit for Public Management</td>
<td>Week 1 - 7</td>
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<td>Wednesday 14:00 - 16:50</td>
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<td>Tuesday 17:00 - 18:50</td>
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<td>Room 115 SSS</td>
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<tr>
<td>POAD 9131</td>
<td>Development Administration</td>
<td>Monday, 15:00 - 16:50</td>
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<td>Room 115 SSS</td>
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<tr>
<td>POAD 9135</td>
<td>Project Management</td>
<td>1, 4 and 5 July 09:00 -16:50</td>
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<td>Room 2 Victoria Square Campus</td>
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<tr>
<td>POAD 9136</td>
<td>Culture and Public Policy</td>
<td>Thursday 16:00 - 17:50</td>
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<td>Room 115 SSS</td>
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<tr>
<td>POAD 9137</td>
<td>Ethics in Public Administration</td>
<td>Thursday 16:30 - 18:30</td>
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<td>Room 236 SSN</td>
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<td>Monday 17:00 - 18:50</td>
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<td>Room 3 Victoria Square Campus</td>
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<tr>
<td>POAD 9138</td>
<td>Governance and Public Policy</td>
<td>Wednesday 09:00 - 10:50</td>
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<td>Monday 16:00 - 16:50</td>
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<td>Room 1 Victoria Square Campus</td>
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<tr>
<td>POAD 9142</td>
<td>Leading and Managing Change</td>
<td>Week 8 - 14</td>
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<td>Wednesday 14:00 -16:50</td>
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<td>Tuesday 17:00 - 18:50</td>
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<td>Room 115 SSS</td>
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<tr>
<td>POAD 9150</td>
<td>Project in Public Administration</td>
<td>By arrangement</td>
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*Please note the timetable is correct at the time of printing. Check the Flinders website [http://stusyswww.flinders.edu.au/timetable.taf](http://stusyswww.flinders.edu.au/timetable.taf) for an updated version*
The Graduate Program (GPPA) offers awards at a number of levels (Graduate Certificate, Graduate Diploma, Masters) and students can enter the program at different levels depending on their previous academic studies and work experience. For all coursework degrees, students who qualify for a particular level and then satisfactorily complete all requirements for that level are able to progress without further entry requirements to the next higher level of studies.

We try hard to be as ‘user-friendly’, flexible and responsive as we can. Our user-friendliness and flexibility is built into our topic materials which are accessible and easy to follow. Most of the assignments in our topics allow you to choose a particular area of work for study. Because students are often practitioners, assignments can often be based on your work settings.

As well as topics taught by GPPA staff, students may choose some electives from topics taught by Flinders Business School, Politics, International Studies, Social Work, Sociology, Asian Studies, Population Studies, Public Health, Environmental Management, Development Studies and Education (Management and Leadership). You can discuss choices with the Director of Studies.

This guide provides information about individual topics which are listed in numeric order. Detailed information about program entry levels and course rules for each of the Masters, Graduate Diploma and Graduate Certificate awards is provided in the GPPA program brochure which is also available on the internet at socsci.flinders.edu.au/fippm/courses/gppa_prog.pdf

For advice on designing your program and selecting individual topics please contact the Director of Studies.

### COURSES

COURSES

COURSEs

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### CREDIT TRANSFER

CREDIT TRANSFER

Credit towards degrees in the graduate program can be granted for relevant post-graduate studies. In addition, credit can be granted for students who have completed the following development programs:

- Graduate of Australian Institute of Company Directors course: 4.5 units unspecified credit
- Satisfactory completion of assessment component of the Local Government Association of South Australia’s Governance Concepts for Local Government course: 4.5 units unspecified credit
- Satisfactory completion of the South Australian Aboriginal Health Council’s Certificate IV
- Satisfactory completion of the South Australia’s Governance Concepts for Local Government course: 4.5 units unspecified credit

### FLEXIBLE LEARNING

FLEXIBLE LEARNING

Courses within FIPPM are delivered in a number of ways:

- on campus over a full semester
- fully on-line topics
- distance learning - off campus with paper and Web based material
- as full or part day intensive blocks, both at Flinders University and at other locations.

Students can ‘mix and match’ modes of delivery, taking some topics face-to-face and others externally. You can also take leave from your course for up to a full academic year. See http://www.flinders.edu.au/enrolling/enrolment-and-registration/leave-from-study.cfm

### A Word About Distance Learning

A Word About Distance Learning

Distance learning brings with it a number of advantages, such as flexibility of learning and portability of courses for learners on the move. It also means that students must take control of time management. The Student Learning Centre has brochures with good advice for distance students.

Our experience has taught us that distance learning works best when there is a clear understanding between students and teachers about each other’s needs. We know, for example, that distance learners mainly like to work at their own pace and in their own time. This is because most have high demands placed on them in the workplace, or in the home, or in both! But we also know that distance learners do not enjoy feeling isolated, even though they may be geographically far away from their lecturer, and importantly, from each other.

We try hard therefore to overcome isolation of students by regular contacts, either by phone, fax or e-mail (whichever is most convenient for the student). We also try to organise times when students can talk to each other, for example through on-line discussion forums. It is important that you contact the Topic Convener if you have any questions or concerns about a particular topic. You should contact the Director of Studies if you are unable to resolve a concern with the Topic Convener.
POAD 9005
Contemporary Cases in Public Policy

Convener: Dr Cassandra Star
Units: 4.5

Duration: Semester 2
Flexible Learning: Available

Curriculum
This topic provides a more in-depth exploration of contemporary issues in public policy and theoretical developments in public policy through examination of a range of contemporary international case studies in public policy. Students are expected to further develop their knowledge of contemporary issues in public policy, policy analysis and policy design through collaborative case study work in class and independently.

Educational Aims
This topic aims to deepen student knowledge, and experience with, the theories and issues in contemporary public policy internationally. This will be achieved through in-class work, structured independent activities, a team approach to a case study project and other course assessment. It will commence by briefly outlining the contemporary concerns confronting policy makers in the areas of theory and practice. A case study approach will be taken in the course, reviewing examples of both success and failure in the public sector in relation to the public policy-making process. The cases reviewed in the course will be widely drawn from different national contexts and from different areas within the public sector, including social welfare, environmental management and health, among others.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Develop and demonstrate policy analysis and policy design skills through application in a case study project
- Develop and demonstrate critical thinking skills in conceptualising and communicating the case study project.

Teaching Structure
1 two hour seminar weekly

Indicative Reading
Reading materials will be provided to students prior to the commencement of the semester.

Proposed Assessment Structure
Students will complete four assessment items in the topic:

- One case study analysis (700 words; 15%)
- Preparation of a case study plan (800 words; 20%)
- Preparation of a final case study (3000 words; 50%)
- Class participation, in class and online (15%).

POAD 9014
Public Policy

Convener: Associate Professor Lionel Orchard
Units: 4.5

Duration: Semester 1
Flexible Learning: Available
Enrolment not permitted:
If POAD9010 has been successfully completed

Curriculum
This topic introduces public policy as both an academic discipline and as a field of practice. Some core frameworks for public policy-making are covered, including the ‘policy cycle’ and the ‘garbage-can’ ideas. Thereafter, issues and problems at the main stages in the public policy-making process are explored - from the definition of policy problems and the setting of policy agendas, to the theory and practice of policy analysis, to the issues surrounding the delivery and implementation of public policy. The topic draws on practical examples in exploring how concepts and theories shape contemporary public policy practice.

Educational Aims
This topic aims to develop a critical understanding of:
The broad field of public policy as both an academic discipline and as a field of practice
Core frameworks and models of public policy-making and the debates about them
Issues and problems at the main stages in the public policy-making process from the definition of policy problems and the setting of policy agendas, to the theory and practice of policy analysis, to the issues surrounding the delivery and implementation of public policies.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Demonstrate a knowledge of key concepts in public policy and decision-making
- Demonstrate an ability to apply them to the analysis of policy options and implementation strategies in public policy making
- Demonstrate an ability to recognise complexities of policy and decision-making in practice, and identify possible means of addressing them; and
- Communicate their analysis and findings clearly and directly in their written work and in verbal presentations.

Teaching Structure
1 x 2 hour seminar each week for 10 weeks

Indicative Reading

Text Books

Reference Books

Proposed Assessment Structure
For on-campus students - A class presentation of 1000 words and an essay of 3000-3500 words.
For distance students - A discussion posting on FLO of 1000 words and an essay of 3000-3500 words.

POAD 9015
Economics and Public Policy
Convener: Dr NA Siddiquee
Units: 4.5
Duration: Semester 2
Flexible Learning: Available
Enrolment not permitted:
If POAD 9027 has been successfully completed

Curriculum
This topic is designed to help students learn and apply economic principles in an analysis of the effects of government policies, especially those pertaining to tax and expenditure. The topic will primarily focus on the consequences of public policy on resource allocation and income distribution. Because public policies have both negative as well as positive impacts on the community, it is crucial to study the economic rationale of these policies and to examine the influence of various economic and non-economic factors in shaping these policies as well as their outcomes. The emphasis is analytical, with factual and institutional material introduced only when it is relevant to an understanding of the policies and their consequences. The topic is suitable for both practicing public administrators and those who intend to build career in the public sector. It will draw upon the collective experience of the topic participants in order to apply theory into practice.

Educational Aims
The topic aims to familiarise the students with major economic aspects of public policy, key instruments used and their impacts on income distribution and public welfare through a series of lectures, workshops and critical analyses.
Learning Outcomes

Students successfully completing this topic should be able to:

- Understand the rationale for and the nature of governmental intervention in economic matters in market economies and transitional societies
- Analyse the significance of budget as a major policy document of the government, describe the complexities in the process of budgeting and major innovations in this field
- Identify various sources from which a government may generate its revenue, the principles that guide government’s decision and critically analyse the effects of such policy options
- Demonstrate skills in conceptualising the critical aspects of fiscal policy, public expenditure management and inter-governmental fiscal relations in modern states.

POAD 9017
Contemporary Public Policy: Theoretical Perspectives

Convener: Associate Professor LR Orchard
Units: 4.5
Duration: Semester 2
Flexible Learning: Available
Enrolment not permitted:
If POAD9038 has been successfully completed

Curriculum

This topic focuses on recent social, political and economic ideas and theories shaping directions in contemporary public policy. Issues covered include the broad policy debates about neo-liberalism and social democracy including debates about behaviour and motivation and their shaping through policy innovation; ideas about social justice, well-being, human capability and the quality of life; stakeholding and basic income as responses to inequality and social inclusion; recent social capital and communitarian ideas; and ideas about the mixed economy and the balance between markets, government and civil society in public policy. The connections between the theoretical ideas and their expression in contemporary policy practice will be highlighted.

Educational Aims

This topic aims to develop a critical understanding of:

- Issues in contemporary social and political theory as they influence directions and change in contemporary public policy
- The key issues separating neo-liberal and new social democratic thought as it relates to public policy innovation and change
- The connections and tensions in the main theories shaping contemporary public policy
- The ways in which theoretical ideas are expressed in contemporary policy practice.

Learning Outcomes

Students who successfully complete this topic will be able to:

- Demonstrate a knowledge of some of the main theories and issues shaping developments in contemporary public policy;
- Demonstrate a capacity to undertake independent research and critically evaluate issues in the debates about these issues
- Enhance their capacity to assess policy problems in the context of theoretical arguments and principles
- Communicate their analysis and findings clearly and directly in their written work and in verbal presentations.

Teaching Structure

1 x 2 hour seminar each week for 10 weeks

Indicative Reading

Proposed Assessment Structure

For on-campus students - A class presentation of 1000 words and an essay of 3000-3500 words.

For distance students - A discussion posting on FLO of 1000 words and an essay of 3000-3500 words.

<table>
<thead>
<tr>
<th>POAD 9022</th>
<th>Public Management</th>
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<td>Units: 4.5</td>
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<td>Duration: Semester 1</td>
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Enrolment not permitted
If POAD 9039 has been successfully completed

Curriculum
This topic examines theoretical and analytical frameworks of management and their relationship to theories and approaches to public sector management. Major contemporary changes in the public sector management climate are considered through different approaches to public sector reform including, privatisation, corporatisation and the exposure of public activities to competition or contestability by contractual or outsourcing arrangements. Practical examples are used to consider developments in strategic and program management, financial and human resource planning and management. Leadership and the management of change, and changing skills and competencies required for significant shifts in public sector activities are also addressed. Alternative approaches to service delivery and techniques for evaluating performance are emphasised as an integral part of successful planning and management.

Educational Aims
The aim of this topic is to explore three broad themes:

- What does (or should) the government do?
- What role does the public sector play and how has it changed?
- How do public sector managers fulfil that role?

Learning Outcomes
Students who successfully complete this topic will be able to:

- Understand the theories and issues shaping contemporary public management
- Conduct independent research and critically evaluate issues in the area of public management.

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<tr>
<th>POAD 9026</th>
<th>Management in Non-Government Organisations</th>
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<td>Convener: Associate Professor Jo Baulderstone</td>
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Curriculum
This topic examines current and emerging issues facing non-government organisation and their managers. The topic focuses on a range of non-government organisations’ (NGO) relationships within organisations; with government; with other organisations and the wider community.

Educational Aims
The aim of this topic is to develop an understanding of the current and emerging issues for non profit organisations and their management, and to consider the application of private and public sector theories and methods of management in non profit organisations. The topic material will consider these areas from the perspective of a range of relationships:

- Relationships within non profit organisations; that is those between management, boards, staff and volunteers, including the areas of strategic, financial and people management
- Relationships with government; raising issues of contracting, control and regulation
- Relationships with other organisations; partnerships, alliances, membership of peak bodies
- Relationships with the wider community; the role of clients/consumers and members, marketing and public relations, linkages with business.

Learning Outcomes
On successful completion of this topic, students should:

- Have an understanding of the debates surrounding the role of non profit organisations in society
- Be able to draw practical conclusions and make recommendations for appropriate action based
on a consideration of theory and the particular circumstances of the organisation

- Be able to reflect on the relationship between theory and practice in the management of non profit organisations.

Indicative Reading
Contact topic coordinator for further details.

Proposed Assessment Structure
There are three parts to the assessment in this topic - a major case study assignment using your own or another organisation as example, written contributions to a web-based discussion of a case study ‘Bread for the World’ and a short theory paper based on an aspect relevant to the case study.

POAD 9028
Evaluation Methods

Convener: Associate Professor J Bulderstone
Units: 4.5

Duration: Semester 2, One 3 day intensive workshop
Flexible Learning: Available
Enrolment not permitted
If POAD 8201 has been successfully completed

Curriculum
This topic examines the purpose of evaluation in a range of contexts. It critically analyses different theoretical approaches to evaluation and will expose students to practical tools and techniques and their application. Students will gain experience in designing evaluation plans, identifying appropriate evaluation methods and choosing relevant tools and techniques.

Educational Aims
The aims of this topic are to understand the key approaches to evaluation and to develop skills that will enable the application of appropriate evaluation tools and techniques in a range of contexts. Students will develop the capacity to critically apply theories to practical situations.

Learning Outcomes
On successful completion of this topic you will be able to:

- Understand the principle theories of evaluation
- Describe the relative merits of different approaches to evaluation in different contexts
- Critically and independently examine the development and significance of evaluation theory and methods
- Identify appropriate models and methods for particular contexts
- Develop an evaluation plan to a particular organisational situation.

Indicative Reading
Contact topic coordinator for further details

POAD 9030
Indigenous Issues in Public Policy

Convener: Dr Jane Robbins
Units: 4.5

Duration: Semester 2
Flexible Learning: Available
Enrolment not permitted: If Poli 7059 has been successfully completed.

Assumed Knowledge
None although independent research skills and advanced critical thinking skills will be required

Course Context
Political Studies Honours, Public Policy Honours or Master of Public Administration

Curriculum
While no prior knowledge is required for this topic, students will be expected to work at an advanced level and so must have independent research and analytical skills. The topic will provide a brief background to contemporary issues in public policy relevant to Indigenous people. Beginning with the historical exclusion of Indigenous people from citizenship rights it will cover policy changes leading to the eventual extension of formal equality to Indigenous people. The constitutional and administrative context of current Indigenous policy formulation will be explored as well as the implications of international treaties on domestic policy making. Students will participate in setting an agenda of policy issues to be considered in depth in the seminars and will work on a personal project. Students will present summaries of their projects in the final sessions of the topic.

Educational Aims

- To develop an understanding of the historical, cultural and legal context in which Indigenous policy is formulated
- To develop an awareness of the broader political issues and theoretical perspectives that shape debates about Indigenous policy
• To provide an understanding of the political and administrative framework within which Indigenous policy is formulated and implemented
• To examine selected case studies in Indigenous policy in depth and to develop critical and reflective analysis skills
• To develop independent research and formal presentation skills.

Learning Outcomes
Students completing this topic should be able to:
• Demonstrate an understanding of the historical, cultural and legal context of Indigenous policy issues
• Demonstrate an awareness of relevant theoretical perspectives on Indigenous rights, self-determination and cultural difference
• Demonstrate knowledge of the specific political and administrative processes relevant to the formulation and implementation of Indigenous policy
• Be able to apply their knowledge to specific case studies in Indigenous policy, demonstrating a capacity for critical analysis and reflective insight
• Use independent research skills and formal presentation skills.

Indicative Reading


Proposed Assessment Structure
4,500 word individual research project.

Curriculum
This topic will provide managers with an understanding of the principles and practice of risk management. It will examine risk management from the perspective of standards, legislation and good practice. The current Australian Standard on risk management will provide the framework for developing this understanding. Legislation which requires the application of risk management, such as insurance law and occupational health and safety laws, will also be discussed, with an emphasis on how risk management principles assist in legislative compliance. Risk management practice will be further explored through case studies on governance, internal control, finance, asset management and other risk management applications.

Educational Aims
The topic aims to ensure that participants reach an understanding of the overarching nature of risk management and of the risk assessment process.

Learning Outcomes
On successful completion of this topic students will:
• Have an understanding of risk management principles and techniques
• Be able to apply risk management techniques to a project relevant to the students own workplace.

POAD 9037
Financial Management

Convener: Mr David Hope
Units: 4.5

Duration: Semester 1 - Intensive workshop

Flexible Learning: Available

Enrolment not permitted: If POAD9041 has been successfully completed

Curriculum
This topic covers the management of resources in the public sector with specific emphasis on:
• the accounting process, and
• public sector financial management.

The course has a managerial emphasis and its aim is to ensure that participants understand the issues that face a public sector manager in planning for, managing and reporting on the resources available and used to provide services to the community. No technical knowledge of accounting is required, but accounting principles will be covered.
Educational Aims
The aim of the topic is to develop knowledge and skills in modern public sector financial management for generic managers and professionals.

Learning Outcomes
On successful completion of this topic students will have an understanding of the theory and practice of financial management, budgeting, accountability and control. This includes sources and dispositions of public funds, taxes, charges and debt; financial analysis, costing, valuation and pricing issues; and the implications of accrual accounting, asset management and the use of balance sheets in public sector operations.

POAD 9043
Selected Issues in Public Policy

Convener: Associate Professor Jo Baulderstone
Units: 4.5
Duration: Semester 1 and 2 - 4 Day intensive workshop
Flexible Learning: Available

Curriculum
Students taking this topic will select an individual area of interest in consultation with the topic coordinator. The selection will depend on the availability of specialist advisors. Study in this topic will comprise supervised individual reading of the relevant literature and research in the selected area of policy and completion of assignments totalling about 4500 words.

Educational Aims
This topic provides the opportunity for students to conduct research on issues in public policy paying attention to both academic debates and to relevant fields of practice. The topic seeks to develop the capacity of students to undertake independent work on their chosen issue/topic, to develop critical research and evaluative skills, and to clearly articulate the implications of their findings for the theory and practice of public policy.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Demonstrate an understanding of factors affecting the public policy issue/topic chosen for investigation
- Identify and understand the academic literature and debates shaping the issue/topic chosen for investigation
- Demonstrate a critical understanding of the central debates and issues raised by the chosen topic including drawing logical conclusions from the evidence obtained
- Demonstrate a capacity to articulate the implications of the analysis for public policy
- Conduct independent research and critical evaluation in the chosen area.

POAD 9044
Selected Issues in Public Management

Convener: Associate Professor Jo Baulderstone
Units: 4.5
Duration: Semester 1 and 2 - 4 day intensive workshop
Flexible Learning: Available

Curriculum
Students taking this topic will select an individual area of interest in consultation with the topic coordinator. The selection will depend on the availability of specialist advisers. Study in this topic will comprise supervised individual reading of the relevant literature and research in the selected area of policy, and completion of assignments totalling about 4500 words.

Educational Aims
The topic provides the opportunity for students to conduct research on issues in public management paying attention to both academic debates and to relevant fields of practice. The topic seeks to develop the capacity of students to undertake independent work on their chosen issue/topic, to develop critical research and evaluative skills, and to clearly articulate the implications of their findings for the theory and practice of public management.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Demonstrate an understanding of factors affecting the public management issue/topic chosen for investigation
- Identify and understand the academic literature and debates shaping the issue/topic chosen for investigation
- Demonstrate a critical understanding of the central debates and issues raised by the chosen topic including drawing logical conclusions from the evidence obtained
• Demonstrate a capacity to articulate the implications of the analysis for public management
• Conduct independent research and critical evaluation in the chosen area.

POAD 9056
Asset Management

Convener: Mr David Hope
Units: 4.5

Duration: Not offered in 2011
Flexible Learning: Available
Curriculum
This topic introduces students to all aspects of asset management within public sector contexts, including its links to strategic and financial planning.

This includes:
• Key asset management concepts
• Characteristics of assets
• Asset service standards
• Asset data and asset registers
• Asset management planning
• Asset acquisition
• Asset operation
• Asset security
• Asset maintenance
• Asset renewal
• Asset disposal
• Linking the asset management plan with the strategic plan and long-term financial plan
• Develop performance indicators for asset management plans.

Educational Aims
The aim of this topic is to provide managers with a clear understanding of the key principles of asset management. Many government organisations, particularly local government, have substantial physical assets which provide the services that the community expects from government. These assets have specific life cycles, costs and maintenance issues that need to be understood so that the assets can continue to provide services to the community. This requires a moderately challenging planning regime and managers need specific knowledge and skills to effectively manage the process with good service outcomes for the community.

Learning Outcomes
On successful completion of this topic, students will be able to:

POAD 9050 (A -D)
Master of Public Administration Dissertation

Convener: Associate Professor Janet McIntyre
Units: 4.5/18

Duration: Semester 1 and 2
Flexible Learning: Available
Enrolment not permitted: If POAD 9000B has been completed.

Curriculum
The topic involves supervised individual reading and research leading to the production of a dissertation about 20,000 words in length or as agreed with supervisor in an area of public administration, management and/or policy. The dissertation will be assessed by at least two examiners, at least one of whom is external to Flinders University. The supervisor will not be an examiner.

Educational Aims
The Master of Public Administration dissertation involves supervised individual reading and research in an area of public administration, public policy or public management, culminating in the production of a dissertation of about 20,000 words in length. Through the dissertation the student should have developed sufficient appreciation of research methods and the relevant research literature in order to analyse, in reasonable depth, actual examples of public administration, public policy or public management.

Learning Outcomes
Students who successfully complete the dissertation must demonstrate:
• A capacity to undertake independent research on the chosen topic
• A capacity to design their research methodology and present it at seminars and, if appropriate, prepare related documentation for the approval of relevant university committees
• A capacity to communicate the findings of their research in the written work submitted for examination
• A capacity to verbally present the findings of their research to their peers.
• Manage the asset management planning process
• Provide guidance to other managers to ensure that the data and information needed for asset management planning is received, timely and reliable
• Guide senior management and boards/councils/ministers in achieving sound asset management plans.
• Monitor and review asset management plans
• Monitor and review asset management performance.

POAD 9118
Managing Human Resources in the Public Sector

Convener: Assoc Prof Jo Baulderstone
Units: 4.5
Duration: Not offered in 2011
Flexible Learning: Available
Enrolment not permitted: If POAD 9113 has been successfully completed

Curriculum
This topic requires the student to review theories of the management of human resources in the public sector context and apply their learning to a series of problems faced by the line manager in a government department, Service Oz. The department’s organisation chart and policies are available via its intranet. Taking the role of the manager, students work in small groups to analyse the dilemmas faced in managing a team of staff, and make recommendations on actions which should be taken. The department’s HR consultant is available for consultation!

Educational Aims
The aim of this topic is to develop an understanding of the key elements of human resource management in the public sector context and the capacity to critically apply theories to practical situations through the use of problem-based case studies. A critical exploration of the contemporary literature will be required.

Learning Outcomes
On successful completion of this topic students should:

• Have a broad understanding of the key elements of Human Resource Management.
• Be able to draw practical conclusions and make recommendations for appropriate action based on a consideration of theory and the particular circumstances of the organisation.

POAD 9119
Regionalism, Decentralisation and Governance

Convener: Dr NA Siddiquee
Units: 4.5
Duration: Semester 1
Flexible Learning: Available
Enrolment not permitted
If POAD 9116 has been successfully competed

Curriculum
This topic is concerned with trends towards regional governance in both developing and developed countries. The topic introduces students to key formal and informal elements of regional governance and a range of experiments and movements in decentralisation (fiscal, administrative and democratic) and regionalism and critically analyses these approaches. Cases from Australia, the United Kingdom and Indonesia are discussed.

Educational Aims
This topic aims to familiarize the participants with contemporary trends and developments of regional governance and decentralisation in various contexts - especially in developing countries. It provides a comprehensive overview of decentralisation and regional governance and their potential versus actual contributions. It introduces the participants to major theories on regional governance, key formal and informal actors of regional and local governance. It also covers a range of experiments and movements in decentralisation - fiscal, administrative and political/democratic - with a critical analysis of their impacts. The emphasis of the topic is analytical, providing in-depth material and discussion on wider issues and complexities of governance and policy implementation at lower levels.

Learning Outcomes
Students who successfully complete this topic will be able to:

• Identify and understand some of the main theories and issues shaping contemporary trends in decentralisation and regionalism
• Understand how regionalism and decentralisation fits in to a suite of policy approaches for addressing complex issues
• Relate all of these new understandings to their own experiences in practice
• Identify and analyse the multitude of factors involved in decentralisation programmes and especially those which are crucial for the success of decentralised and regional governance.

POAD 9129
Environmental Policy & Governance

Convener: Dr Cassandra Star
Units: 4.5
Duration: Semester 2
Flexible Learning: Available
Enrolment not permitted
If POAD 9122 has been successfully completed

Curriculum

This topic introduces students to the key dilemmas of contemporary environmental management and outlines their incorporation into environmental policy and institutional design at local, regional, state, national and international levels. Students are introduced to, and interrogate, a range of policy approaches used in environmental management including regulatory tools, market based instruments, decentralised or regional environmental management, and co-management.

Cases from China, Australia, the United States of America, the European Union, India and the students’ own assessment work serve to illustrate the concerns, the concepts and alternative solutions. Students will become familiar with the policy and institutional issues they might face when considering environmental problems such as adaptation to climate change, future energy needs, water shortage and salinity, urban pollution and waste, land-use planning and conflicts, and industrial development.

Educational Aims

This topic aims to introduce students to the issues surrounding management of the environment through in-class work, structured independent activities and course assessment. It will commence by outlining the contemporary environmental management concerns confronting policy-makers. It will then introduce students to contemporary environmental policy-making and policy tools, the alternative policy-making approaches and world views currently shaping environmental policy nationally and internationally will be critically reviewed. This will include discussion of the specific policies and management techniques of proponents of Ecologically Sustainable Development (ESD) using international comparative case studies. It will then critically analyse the implications for the environment, for environmental actors and for policy-makers. Emerging issues for environmental management will be reviewed drawing on students’ own experiences.

Learning Outcomes

On successful completion of this topic students should be able to:

• identify and understand contemporary concerns in environmental management
• identify and understand the main theories and issues shaping contemporary trends in environmental policy formation, implementation and evaluation
• identify and understand alternative approaches to the management of environmental issues with environmental policy tools
• develop independent research skills of a high standard
• develop analytical skills through application of a case study method in a chosen area of environmental policy
• develop policy analysis and policy design skills through their application in case studies in environmental policy
• demonstrate their critical skills in conceptualising the challenges of successful environmental policy based on their analysis of case studies
• relate all of these new understandings to their own experiences in practice.

Teaching Structure

1 three hour seminar weekly

Indicative Reading

Reading materials will be provided to students prior to the commencement of the semester.

Proposed Assessment Structure

Students will complete four assessment items in the topic:

• Leading a class discussion once during the semester on one topic (10%)
• Preparation of a case study plan (800 words; 25%)
• Preparation of a final case study (3700 words; 50%)
• Class participation, in class and online (15%).
POAD 9130
Toolkit for Public Management

Convener: Jo Baulderstone  
Units: 4.5

Duration: Semester 2
Enrolment not permitted:
If POAD9127 has been successfully completed
Flexible Learning: Available

Curriculum
This topic uses experiential learning and personal reflection activities to develop a 'toolkit' for managers in the public and non-government sectors. Tools include: knowledge of contemporary approaches to change, leadership and management; understanding of a range of personality and team attributes that facilitate personal and team effectiveness, and understanding of approaches to conflict and decision-making. Implications of these issues for the individual, the group and the organisation itself will be explored.

Educational Aims
This topic aims to develop personal insight and the capacity to reflect on one's own and others' behaviour in the workplace.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Identify personality and team role attributes which facilitate effective team and personal productivity
- Identify their own approaches to decision making and conflict in organizations
- Apply this knowledge to practical situations in the workplace.

POAD 9131
Development Administration

Convener: Dr NA Siddiquee  
Units: 4.5

Duration: Semester 2
Enrolment not permitted:
If POAD9128 has been successfully completed
Flexible Learning: Available

Curriculum
This topic aims to provide students with a comprehensive knowledge and skills necessary for planning and managing development programs/projects with particular reference to poorer countries. It focuses on the centrality of the state institutions in promoting and sustaining development in low-income economies and transitional societies. Major aspects to be covered in the topic include approaches to development, development planning and project management, bureaucracy and development, rural development strategies and lessons, government-NGO collaborations, managing participation, governance and environmental concerns. It reviews various strategies and mechanisms adopted in planning and managing development and analyses the challenges and complexities inherent in the political and institutional context that often frustrate the objective of achieving rapid and sustainable development.

Educational Aims
The topic aims to provide the participants with a comprehensive knowledge of developmental issues and enhance their capabilities and skills necessary to plan, implement, manage and evaluate development programs/projects.

Learning Outcomes
Students who successfully complete this topic will have developed:

- Familiarity with basic concepts of and approaches to development and its management with particular reference to poorer countries
- Clear understanding of the important strategies and mechanisms tried in the past, results achieved and the alternatives currently being advocated to achieve developmental goals
- Deeper appreciation of the political and institutional context of development and the complexities and challenges involved in the management of the development programs
- An enhanced knowledge of the best practices in planning and management of development in different contexts and the factors that contribute towards the success of such initiatives
- A framework for reflective practice about development policy and management.
POAD 9132 (A - B)

Action Learning Internship

Convener: Jo Baulderstone
Units: 9/4.5

Duration: Semester 1 and 2 (by arrangement)

Enrolment not permitted:
If 1 of POAD9109 or POAD9120 has been successfully completed

Flexible Learning: Available

Curriculum
Students taking this topic will complete an action learning or action research project in their own organisation OR undertake an internship within a public or non-profit organisation.

Educational Aims
The aim of this topic is to enable students to undertake a real project within an organisation using an action learning framework.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Critically interpret and use the models and concepts of action learning or action research in an organisational context
- Plan and conduct a supervised project with an organization
- Interpret and report on the planning and management of a project, and on their own personal learning and the implications of the analysis for public policy.

POAD 9133

Critical Systems of Thinking and Practice

Convener: Associate Professor JJ McIntyre
Units: 4.5

Duration: Semester 1

Enrolment not permitted:
If POAD9114 has been successfully completed

Flexible Learning: Available

Curriculum
Critical systems thinking and practice is widely used to address complex organisational challenges and problem solving in a range of sectors and contexts internationally. In a changing and complex world we need thinking and practice tools to equip us. In this topic comparisons are made between this approach (to participatory design, decision-making, planning, management and accountability) and others, to:

i) provide an analysis
ii) provide an explanation of the approach, and
iii) to provide practical skills.

Discussion of examples of local and international applications (drawing on the experience of the participants) will be a focus for learning. 'Diversity', 'complexity' and 'change' have become buzzwords, but how can employers, employees, citizens and marginalised interest groups address public policy and management challenges using critical systems thinking and practice?

Educational Aims
The topic aims to provide an exploration of the issues underpinning the construction of social policy problems and the context in which systemic, diversity management occurs. Students will learn innovative and systemic approaches to thinking and practice that will enable them to become better policy makers and managers in a complex, changing world.

Learning Outcomes
On successful completion of this topic students should be able to:

1. Demonstrate critical and analytical skills in conceptualising participatory policy by addressing the pitfalls associated with problem and issue definition
2. Understand the value of considering the narratives of all participants in developing 'solutions'
3. Develop responses that are mindful of interrelated issues across sectors and disciplines
4. Develop and apply participatory approaches to problem solving with stakeholders
5. Understand the different perspectives on social policy and their implications and ramifications
6. Apply diversity management tools to address specific issues.
POAD 9134
Democracy and Sustainability

Convener: Janet McIntyre
Units: 4.5
Duration: Semester 1
Enrolment not permitted:
If POAD9117 has been successfully completed

Flexible Learning: Available

Curriculum
The subject gives an explanation of why participation is relevant for design, accountability and representation, in order to address complexity. The process of participatory design engages the participants and is guided by decision making principles to a) enhance accountability and b) to manage diversity and risk. The syllabus goes beyond using 'triple bottom line decisions' and involves representatives of local people who are to be affected in the decision making process in developing indicators of social, cultural, political economic and environmental concerns. The process aims to ensure that ideas are tested out discursively and respectfully so that 'baskets of options', not 'packages of one size fits all' (to use Chambers' well known phrase) are developed. The aim of the discursive design process is to narrow the gap between perceived needs and policy outcomes.

Educational Aims
The subject aims to develop public sector policy makers and managers who are able to think critically and systemically through engaging with stakeholders who are to be affected by policy and management decisions. The aim is to understand the potential and pitfalls of user-centric design, participatory governance and democracy. The subject will enhance theoretical and methodological literacy to address complex governance challenges and to increase their critical understanding of the potential and pitfalls of policy positions and processes. They will be able to work across sectors and disciplines. The subject will enable the participants to work with diverse stakeholders to explore options to complex design challenges. It is suitable for people working in the social and natural sciences who wish to be able to address so-called complex, wicked policy challenges more effectively.

Learning Outcomes
At the end of the topic the students will be able to apply conceptual and analytical tools to facilitate discursive democracy. They will understand that 'data that is out of context had little meaning and that context that isn't explored isn't transferred, dialogue is the means of exploring context and that space must be created to support dialogue' (Bausch 2007). They will be able to enhance social inclusion by applying. They will have an understanding of how to use and apply socio-cybernetics principles such as the laws of requisite variety, salience, parsimony and engagement to enhance social inclusion. Students will learn to apply the theory to address ways to work across state, market and society to address complex challenges such as poverty, social inclusion and sustainable development.

POAD 9135
Project Management

Convener: Mr BD Spencer
Units: 4.5
Duration: Semester 2
Enrolment not permitted:
If POAD9110 has been successfully completed

Flexible Learning: Available

Curriculum
This topic examines the theory and practice of management of projects, with an emphasis on its application in the public sector. Areas covered include: project definition, analysis, decision-making, programming and scheduling; and risk management and evaluation. Examples may be drawn from areas like provision of public services, infrastructure and development, information technology, communications, organisation and policy reviews; and public and stakeholder consultation. Related issues include use of project management tools, project costing, benefit and sensitivity analysis; and pricing and charging. Leadership issues include governance and issues management, establishing high performance teams, managing professionals; and leadership and change.

Educational Aims
This topic provides an introduction to project management techniques and an opportunity to apply them to a project relevant to the students own workplace.

Learning Outcomes
Students will understand the rationale behind a systems approach to project management and be able to draw on project management principles and techniques to develop a project plan.
POAD 9136
Culture and Public Policy

Convener: Dr CG Matheson
Units: 4.5

Duration: Semester 2
Enrolment not permitted:
If POAD9121 has been successfully completed
Flexible Learning: Available

Curriculum
This topic aims to equip students with an understanding of the way in which public policy is shaped by its cultural context. This will involve examining the way in which culture affects the content of public policies, their institutional framework and their outcomes. Issues to be examined include the role of culture in fostering economic development, political culture, culture and democracy, culture and corruption, culture and foreign policy, culture and public policies with respect to disadvantaged minorities, multiculturalism, culture and social policy, and the role of culture in shaping the content, framework and outcomes of public policies in North America, Latin America, Africa, Asia and the Middle East.

Educational Aims
This topic aims to provide students with an understanding of the way in which the content, framework and outcomes of public policies are shaped by their cultural context. Students will learn about various theories of culture, the cultural sources of variations in public policy, the cultural foundations of public policy institutions and the influence of culture on public policy outcomes.

Learning Outcomes
Students will be able to identify how culture explains variations in public policy content, institutions and outcomes in different countries. This will equip them with a greater understanding of the public policy issues that are faced by the different countries from which they come and how these might be solved.

POAD 9137
Ethics in Public Administration

Convener: Dr CG Matheson
Units: 4.5

Duration: Semester 2
Enrolment not permitted:
If POAD9123 has been successfully completed
Flexible Learning: Available

Curriculum
This topic examines the ethical dimensions of public administration. It seeks to provide students with an understanding of the ethical issues that are raised by the practice of public administration. It will cover theories of ethics, the ethical dilemmas of public administration, the ethical implications of bureaucracy and ethics and the new public management. Issues to be addressed will include the values of public administration, accountability, conflict of interest, the issue of 'dirty hands', the ethical dimensions of politics, codes of conduct, corruption and values-based management, the public/private distinction in public policy and management, and ethical issues raised in working at the boundaries of sacred and profane and the self and the other.

Educational Aims
This topic aims to provide students with an understanding of the ethical dimensions of public administration. It will do this by examining different theories of ethics, the ethical dilemmas of public administration, the social factors that determine the prevalence of ethical conduct within public administration and ways of strengthening public sector ethics.

Learning Outcomes
Students will be able to explain different theories of ethics and to apply them to the practice of public administration. They will also be able to identify the ethical issues that typically arise for public sector managers and the factors that determine the prevalence of ethical conduct within the public sector. They will be able to identify the ways in which public sector ethics can be strengthened and the strengths and weaknesses of these different ways.
POAD 9138
Governance and Public Policy

Convener: Associate Professor JJ McIntyre
Units: 4.5

Duration: Semester 1
Enrolment not permitted:
If POAD9124 has been successfully completed
Flexible Learning: Available

Curriculum
Students will be able to identify and understand some of the core theories, issues and complexities shaping the environment in which contemporary policy makers work. They will demonstrate a critical understanding of the issues and debates about governance, such as the need to address the potential and pitfalls of public private partnerships and policy networks. They will demonstrate a capacity to apply this understanding to practical examples of policy making.

Educational Aims
The aim is to address the increasingly complex range of perspectives, interests and arenas with which public policy makers and public managers are expected to work. This topic aims to expose students to ways in which ideas about governance are shaping modern policy making. The topic will describe and debate issues of public sector reform and ‘joined up’ government, policy networks, democracy and participation in public policy, the management of knowledge in the changing context, and issued of accountability. In particular, the practical dilemmas facing policy makers in the changing context will be highlighted and examined throughout both in the lecture content and in the engagement of students through workshops and case studies.

Learning Outcomes
Students will understand that governance is a concept that is defined in many different ways, depending on one’s theoretical perspective.

It refers to both the structures and processes of balancing interests across institutions and interest groups. Thus it addresses the relationships across state, regions, markets and society locally, nationally and internationally. Students will understand governance better by being able to consider the diverse ways in which it is interpreted. Governance has moved from rowing, to steering to navigating and re-charting the roles and relationships of governance. Students should both understand the many different ways in which the word governance is used and be able to debate different approaches to governance.

POAD 9139
Organisational Politics Culture and Management

Convener: Dr CG Matheson
Units: 4.5

Duration: Semester 1
Enrolment not permitted:
If POAD9125 has been successfully completed
Flexible Learning: Available

Curriculum
This topic aims to equip students with an understanding of the role that politics, culture and knowledge play in management. Management is often regarded as being simply a technical process in which the manager rationally selects the best means to accomplish her or his preferred end. This topic will show that management is also a political process, a cultural process and a cognitive process. This topic will explore why this is the case by examining different theories of organisational politics, organisational culture and management knowledge.

Educational Aims
This topic aims to provide students with an understanding of the way in which management is a political process, a cultural process and a cognitive process. Students who complete this topic will obtain a better understanding of the kinds of knowledge that managers require. They will also obtain an understanding of why management is a political process and of the sorts of political tactics that managers employ. Finally, students will learn about different theories of organisational culture and understand how the practice of management is culturally variable.

Learning Outcomes
Students who have completed this topic will be able to explain the different views about the role of knowledge in management and understand what kinds of knowledge managers need and want. They will also be able to explain why management involves politics, how managers practice politics and understand the arguments for and against organisational politics. They will acquire an understanding of different theories of organisational culture and be able to identify the dimensions along which cultures vary both within and between organisations and between nations.
POAD 9141
Qualitative Research Methods

Convener: Associate Professor JJ McIntyre
Units: 4.5

Duration: Semester 1

Enrolment not permitted:
If POAD9126 has been successfully completed

Flexible Learning: Available

Curriculum
This topic aims to provide a research methods toolkit to facilitate understanding across context, social theory and practice. The subject covers: conceptualisation and ethical considerations in research including logic, empiricism (qualitative and quantitative), idealism, the dialectic and pragmatism as positions taken by stakeholders with whom policy makers and public managers work as co-designers; critical thinking based on the subjective, objective and intersubjective domains of knowledge; research design, including ideographic and nomothetic approaches to research, and validity and reliability in research design; iterative design in participatory action and feminist research; a toolkit of qualitative research methodology and methods including case study methodology and the reviewing of literature; and a toolkit of quantitative research methodology and methods.

Educational Aims
This topic aims to:

- Provide a research methods toolkit to facilitate understanding across context, social theory and practice
- Provide the knowledge, skills and capacity to undertake independent research.

Learning Outcomes
On successful completion of this topic, students should be able to:

- Conceptualize and design a study so as to address specific research questions/areas of concern appropriately
- Think critically and analytically
- Conceptualise research and understand representation issues in research
- Apply appropriate research methods and methodology
- Undertake ethical and accountable research.

POAD 9142
Leading and Managing Change

Convener: Associate Professor JM Baulderstone
Units: 4.5

Duration: Semester 2

Enrolment not permitted:
If POAD9127 has been successfully completed

Flexible Learning: Available

Curriculum
This topic provides an introduction to theories of change, focusing on their application in the public or non-government sectors. Students will apply theories to case studies and develop a change management strategy for their own organisation.

Educational Aims
This topic aims to provide students with an opportunity to analyse elements of successful and unsuccessful change management cases and to apply their learning to the design of a change management strategy for their organisation.

Learning Outcomes
Students who successfully complete this topic will be able to:

- Understand theories and concepts of organisational change management
- Analyse successful and unsuccessful examples of organisational change
- Develop a change management strategy for their own organisation.
POAD 9150 (A - C)
Project in Public Administration

Convener: Dr Noore Siddiquee
Units: 13.5/4.5

Duration: Semester 1 and 2

Enrolment not permitted:
If POAD9100 has been successfully completed

Flexible Learning: Available

Curriculum
The project provides an opportunity to analyse in greater depth examples of public administration, policy or management, leading to preparation of a project report or case study of about 12,000 words. The work may be based on a particular situation in policy or public sector management, and analyse its characteristics, identifying practicable alternatives for action; or it may be derived from questions identified in the literature, and examine their applicability to a specific practical situation or situations. In each case, students should demonstrate close familiarity with the literature and provide a convincing conceptual framework for their analysis of the situation in question. Some empirical research may be necessary. The project will not necessarily be externally examined.

Educational Aims
The Project in Public Administration involves supervised individual reading and research in an area of public administration, public policy or public management, culminating in the production of a project of about 12,000 words in length. In the preparation of the project, the student should have developed sufficient appreciation of research methods, and the relevant research literature in order to analyse, in reasonable depth, actual examples of public administration, public policy or public management.

Learning Outcomes
Students who successfully complete the project must demonstrate:

- A capacity to undertake independent research on the chosen topic
- A capacity to design their research methodology and present it at seminars and, if appropriate, prepare related documentation for the approval of relevant university committees
- A capacity to communicate the findings of their research in the written work submitted for examination
- A capacity to verbally present the findings of their research to their peers.
GETTING STARTED

The Student Learning Centre provides assistance and advice on many aspects of developing your academic skills. Free assistance and advice is available for all students in the following areas:

- assignment preparation/writing
- English as a second language
- Exam preparation and techniques
- numeracy and mathematical skills
- oral presentation skills
- referencing formats
- research proposals and reports
- study strategies
- thesis preparation/writing.

A range of brochures is available on their website [http://www.flinders.edu.au/SLC/](http://www.flinders.edu.au/SLC/) and you can contact the Student Learning Centre by telephone 8201 2518 or email slc@flinders.edu.au.

WRITING ASSIGNMENTS

We recommend that you submit word-processed or type-written assignments wherever possible. If you submit handwritten assignments they must be well formatted and legible.

Students are sometimes concerned about confidentiality of information included in assignments, especially when students are using real-life examples. Lecturers will not disclose any information about individuals or organisations obtained through assignments. However, to avoid embarrassment and to preserve your professional credibility, we suggest that you seek approval from your employer or change names and details of people and organizations in order to preserve their anonymity.

REFERENCING

The Faculty of Social Sciences uses the Harvard or Author-date referencing system rather than the footnote system.

PLAGIARISM

Plagiarism is a form of academic dishonesty that can lead to failure in an assignment, topic or the course itself. Plagiarism is simply the stealing of someone’s intellectual property and consists of using another person’s words or ideas as if they were your own. This is a very serious matter. It may occur as a result of ignorance and/or inexperience about the correct way to acknowledge and reference authors. It may also occur as a deliberate misuse of the work of others with the intent to deceive. The best way of avoiding plagiarism is through acknowledgment of sources, usually by referencing.

The University has a policy about academic dishonesty which is available at [http://www.flinders.edu.au/ppmanual/student/assessment1.html](http://www.flinders.edu.au/ppmanual/student/assessment1.html). Students are required to familiarise themselves with this policy.

In addition Flinders Learning Online includes a unit on Academic Integrity. This includes tips to help you avoid academic dishonesty and practice questions, and a quiz to test your understanding. We recommend that you explore this unit and complete the test before writing your first assignment.

SUBMITTING AND COLLECTING ASSIGNMENTS

Individual pieces of assessed work will have their own time for submission. If you cannot meet a deadline, because of ill health or other unanticipated reasons, you must ask the topic lecturer for an extension.

Arrangements for submission of assignments may vary depending on the topic. In some topics you will submit assignments through Flinders Learning Online (FLO).


Do not submit assignments inside folders, envelopes or plastic coverings. Sheets should be firmly fastened together, preferably by staple.

Some lecturers are happy to accept assignments by email provided they are accompanied by a cover sheet; OR include the following declaration on the assignment:

“I am aware of the University’s policy on Academic Dishonesty, and, except where appropriately acknowledged, this assignment is my own work, has been expressed in my own words and has not previously been submitted for assessment.”

You should check with the relevant lecturer if you are unsure.

Assignments may otherwise be put into the Social Sciences essay box in the lobby of the Social Sciences South building by the due date or posted to:

Flinders University  
GPO Box 2100  
Adelaide SA 5001
marked to the attention of the topic coordinator. In some topics you may be able to email your assignment.

You are strongly advised to keep a copy of your assignment and to note the time and circumstances of its delivery to the assignment mailbox. Although all care is taken with assignments submitted, the onus remains on you to produce a copy of any submitted assignment if it cannot be found.

When assignments have been marked they will generally be available to on campus students for collection from Room 254 SSS or posted back to off campus students.

There is a notice board outside the SSS entrance with lists of topics where you can check to see if your assignment/s are ready to be collected. These lists are regularly updated. There is also a website (http://flinders.edu.au/sabs/asa/home.cfm) where you are able to check online (before even leaving home!) if assignments are ready for collection.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85-100%</td>
</tr>
<tr>
<td>Distinction</td>
<td>75-84%</td>
</tr>
<tr>
<td>Credit</td>
<td>65-74%</td>
</tr>
<tr>
<td>Pass</td>
<td>50-64%</td>
</tr>
<tr>
<td>Fail</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

Explanations of the criteria for each grade are detailed in the Student Related Policy and Procedures Manual http://www.flinders.edu.au/students/current/policies.html.

Additional feedback on assignments is provided to students in the form of comments written on their work and/or a separate sheet. Students are welcome to contact the lecturer if they wish to discuss comments further.

**Remarking**

If you consider that the mark or final grade you have received is unfair you may challenge or appeal this in accordance with the procedures set out in http://www.flinders.edu.au/ppmanual/student/assessment2.html and summarised in the Enrolment Guide.

**Extension Policy**

Please note that extensions are negotiated with individual topic coordinators in the first instance. Grounds for extensions is usually on the basis of illness or unanticipated circumstances, rather than pressure of other assessment work.

However, note that:

- Extension beyond the Faculty deadline must be approved by Associate Dean (Academic) or the Faculty Education Committee;
- Except in exceptional cases, no extensions for semester 1 topic will be granted beyond the end of the semester 2 mid semester break or for semester 2 topics, beyond the first day of the next academic semester. Once past this date outstanding incomplete grades will be converted to the appropriate substantive grade.

**ADDRESSING STUDY PROBLEMS**

We try hard to be as ‘user-friendly’, flexible and responsive as we can. For this to work you need to let us know as soon as possible if you are having any difficulties with any aspect of the course or the course material. You need to plan your work schedule so that any disruption to your study can be identified and communicated to us as early as possible and we need to know about any delays that may be expected (assignment deadlines, etc). Most importantly, if you realise that you are running into trouble with meeting assignment deadlines, for whatever reason, please discuss your concerns with your lecturer as soon as possible.

In most instances, if there is a reasonable explanation, your lecturer will grant you an extension on the submission date of your assignment.

You should make use of the assistance provided by the Student Learning Centre http://www.flinders.edu.au/SLC/ telephone 8201 2518.

The University also has a Health, Counselling and Disability Service which provides free and confidential counselling and support where personal and social problems interfere with your ability to study effectively. Staff include registered psychologists and social workers and you can discuss issues with them face to face or by telephone (telephone 8201 2118). Their website http://www.flinders.edu.au/healthcounsel/ includes some ‘self help’ information.

**ACCESS ONLINE SERVICES**

All students will have a student number and a Flinders Authentication Name (FAN). Before you can access any online services at Flinders you need to obtain and activate your FAN and set a secure password. To do this
you need your Flinders Student ID number and the day and month of your birth date.

Go to http://www.flinders.edu.au/studentcomputing

Once you have activated your FAN you can access online services such as the Student Information System, email, Library services and Flinders Learning Online (FLO).

To do this, log in to the iFlinders website at: https://i.flinders.edu.au using your FAN and secure password. If you have trouble logging in you may need to initialise portal access (register) for the site or check you are using a supported browser. See the iFlinders website for details.

FLINDERS LEARNING ONLINE (FLO)

Most topics within the FIPPM program now utilise the University’s learning management system called Flinders Learning Online (FLO) which enables you to access additional study material and to communicate in discussion with your lecturer and other students in your topic.

Some topics will be delivered solely on FLO, for others it is a source of supplementary material.

LIBRARY

The Flinders University Library consists of a Central Library and three branch libraries.

Facilities for students include extensive reading and study areas, photocopiers, computers, a comprehensive range of electronic resources and free email and internet access.

The GPPA’s subject librarian is Naomi Billinghurst. She can be contacted on 8201 2197 or by email at naomi.billinghurst@flinders.edu.au.

The Library regularly offers familiarisation tours for groups or individuals students. For more information see the library’s web site at http://www.lib.flinders.edu.au.

The library also has a flexible delivery service for students living within Australia but outside the metropolitan area. The service can arrange loans, photocopy articles, and undertake literature searches for students. Most material gets to the student within a couple of days.

Resources for off-campus students can be checked on the library website http://www.lib.flinders.edu.au/services/flexdel/.

The library handbook for higher degree students is included with this handbook, or is available from the library.

COMPUTER FACILITIES

Computers for student use are located in the libraries and various computer laboratories throughout the campus, at the Clubs and Societies Association office and for hire from the Union.

A variety of applications are available, including internet facilities. Laser printing (a printing allowance is allocated to your student ID card) and scanning is also available.

Email

Your Flinders email address is FAN@flinders.edu.au. You can check your email using the web email reader from any internet browser. You do this by logging in to this webpage using your FAN and password: https://owa.flinders.edu.au/

You can divert your Flinders email to a private email address.

NETWORK

When you log in to a Social Sciences computer, you will see a number of drives. The H drive is your home drive. This is your personal space to keep your work/study material. The H drive is backed up regularly. Store all your important files on H drive.

Access From Home

You can access the network drives from home, or anywhere you have an internet connection. See https://socsci.flinders.edu.au/staffinfo/doku.php?id=off-campus_access

Helpdesk

The Social Sciences helpdesk is available 9am – 5pm Monday to Friday.

Extension: 13500
Email: scomputerhelp@flinders.edu.au
Room: 260 Social Sciences North

Software Access

The University has site licences for a range of software, some of which is available free to students. See http://www.flinders.edu.au/compserv/sitelicences/ You are strongly encouraged to use EndNote which is a bibliographic database and reference management program. It allows automatic download of citation data
from many of the databases and journals, and will automatically format your bibliography.

**STUDENT ROOMS**

Full time students are provided with access to a shared study room. These are equipped with computers, desks and limited storage space. They are to be used for study purposes only - not for entertaining friends or minding children, although we recognise that there may be occasions when students will have a child with them. Parents are responsible for the conduct of their children in accordance with the University’s children on Campus Guidelines which state that:

- a ‘child’ or ‘children’ is a person or persons under the age of 15 years.
- Children on campus must at all times be under the supervision of a responsible adult.
- Children must not enter high risk areas. In these guidelines a ‘high risk’ area is an area where the level of risk of injury is greater than normally encountered in domestic, public, office or similar situations - for example, laboratories, workshops and other work areas which store hazardous substances and/or equipment such as guillotines and presses.
- Parents / guardians must ensure that children do not disrupt academic or student activities.

Students are responsible for reaching agreement on the management of use of the rooms. If the demand on computers in your room is excessive we suggest you use a schedule for each computer and allocate several times for each person for use during the week. For example divide each day into 2-hour blocks and use a written roster to book access times. If there are still difficulties the problem should be referred to the Director of Studies.

All computers in the study rooms print to a shared printer which enables back to back printing to save paper.

Upon completion of a form, room keys (if applicable) can be collected from the Social Sciences Faculty Services Office (Room 250 SSS). A key deposit is required and is refunded when the key is returned upon completion of your studies.

**COMMON ROOM**

All postgraduate students may use the Common Room located in each building. These have a microwave oven, refrigerator and tea and coffee making facilities. Tea and coffee supplies are not free. You can pay by the cup, pay a semester amount at the Faculty Services Office, or bring all your own supplies.

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**Student Related Policies and Procedures Manual**

**USEFUL CONTACTS**

**Flinders One**
Flinders One is the service and social hub for students at the University and provides a wide range of services and facilities to students. See [http://www.flindersone.com.au](http://www.flindersone.com.au)

**Careers Office**
Assistance includes details of private firms and government departments, help in the preparation of written applications for jobs and practice interview. Telephone: 8201 2832.

**Equal Opportunity Office**
Students with disabilities are advised to contact this office to discuss their study plans and to clarify any difficulties they might meet and the way these might be overcome. Telephone: 8201 3735.

**Health Service**
Nursing staff are available on a walk-in basis from 8.45 am-12.15 pm and 1.00 pm-4.30 pm Monday to Friday. Male and female doctors are available by appointment. Any medical problem can be brought to the unit. Telephone: 8201 2118.

**Yunggorendi**
Provides support for Aboriginal and Torres Strait Islander Australians with all aspects of their university work. Telephone: 8201 3033.

**SERVICES FOR INTERNATIONAL STUDENTS**

**International Student Services Unit**
This unit provides initial and ongoing assistance to international students to help them adjust to life in Adelaide and study at Flinders University. They offer a huge range of services in everything from welfare and advocacy programs, emergency assistance, housing and study problems. Telephone: 8201 2717.
The Graduate Program is a fee-paying course and students are eligible for FEE-HELP. This is a government loan scheme that assists eligible students to pay their tuition fees. You do not start repaying your FEE-HELP debt until your income is above the minimum threshold for compulsory repayments. See http://www.flinders.edu.au/fees/ for more information.
## Important Dates 2011

The following dates apply for 2011. Students should check course or Faculty handbooks for any course specific variations.

<table>
<thead>
<tr>
<th>Semester 1 [week commencing]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-14</td>
<td>28 Feb - 17 June</td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>11-22 April</td>
</tr>
<tr>
<td>Assessment</td>
<td>18 June - 2 July</td>
</tr>
<tr>
<td>Mid Year Break</td>
<td>4 July - 22 July</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 [week commencing]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-14</td>
<td>25 July - 11 November</td>
</tr>
<tr>
<td>Mid Semester Break</td>
<td>19 September - 30 September</td>
</tr>
<tr>
<td>Assessment</td>
<td>12 November - 26 November</td>
</tr>
</tbody>
</table>

### Critical enrolment dates

**Semester 1 topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 10 March</td>
<td>Last day to pay Semester 1 up-front student contribution amounts and tuition fees</td>
</tr>
<tr>
<td>Friday 11 March</td>
<td>Last day to enrol in new topics. If you enrol in topics on Friday 11 March 2011 up-front student contribution amounts and tuition fees will be due immediately upon enrolment.</td>
</tr>
<tr>
<td>Wednesday 31 March</td>
<td>Census Date</td>
</tr>
<tr>
<td></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)</td>
</tr>
<tr>
<td>Friday 13 May</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 17 June</td>
<td>Last day to withdraw (WF)</td>
</tr>
</tbody>
</table>

**Semester 2 topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 5 August</td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td>Tuesday 10 August</td>
<td>Last day to pay Semester 2 up-front student contribution amounts and tuition fees</td>
</tr>
<tr>
<td>Tuesday 31 August</td>
<td>Census Date</td>
</tr>
<tr>
<td></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)</td>
</tr>
<tr>
<td>Friday 7 October</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 11 November</td>
<td>Last day to withdraw (WF)</td>
</tr>
</tbody>
</table>