2013 Student Handbook

Graduate Program in Public Administration

School of Social and Policy Studies
Faculty of Social and Behavioural Sciences
**WELCOME**

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.

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)
- 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.

**Enquiries School of Social and Policy Studies**
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Email  ssps.courseadvice@flinders.edu.au

**Director of Studies**
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**PLEASE NOTE THAT TIME TABLE INFORMATION IS NOT INCLUDED IN THIS HANDBOOK.**

**PLEASE CHECK THE WEB FOR UPTATED TIME TABLE INFORMATION**
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AN INTRODUCTION TO FIPPM AND THE GRADUATE PROGRAM IN PUBLIC ADMINISTRATION

The history of the graduate program in public administration (GPPP)

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 and the Flinders Institute of Public Policy and Management (FIPPM). In 2003, FIPPM joined the School of Political and International Studies 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 was introduced in 2011 and a Graduate Certificate in Organisational Learning is jointly offered with the School of Education.

The Graduate Program in Public Administration (GPPA) is now part of the School of Social and Policy Studies which is home to a number of inter-related disciplines: Politics and Public Policy, Social Work and Social Planning, Sociology and Women’s Studies and the Flinders Institute of Public Policy and Management (FIPPM). FIPPM is a Centre for research in policy development and implementation; program evaluation; professional practice; organisational development and change; service user perspectives; the inter-relationships between state, market and civil society; community and social development and role of non-governmental public action. For further information about FIPPM please visit http://www.flinders.edu.au/sabs/fippm.
COURSES

The Graduate Program (GPPA) offers awards at a number of levels (Graduate Certificate, Graduate Diploma, and 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. 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).

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 is available at the internet at http://flinders.edu.au/sabs/saps/courses.cfm

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

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 Indigenous Research Capacity Building: 4.5 units specified credit for POAD 9028 Evaluation Methods
- Satisfactory completion of the South Australia’s Governor’s Leadership Foundation Program: 9 units unspecified credit
- Graduate of the Public Sector Management Program: 18 units of credit comprising: 4.5 units specified credit for POAD 9022 Public management; 4.5 units specified credit for POAD 9130 Toolkit for Public Management; 9 units unspecified credit

FLEXIBLE LEARNING

Courses within GPPA 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 both face-to-face and external topics. If needed you can be granted leave up to a full academic year http://www.flinders.edu.au/enrolling/enrolment-and-registration/leave-from-study.cfm

A Word About Distance Learning

Distance learning brings with it a number of advantages, such as flexibility of learning and portability of courses. It also means that students must take control of time management. The Student Learning Centre has brochures with 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. This is because most have high demands placed on them in the workplace, or in the home, or in both!

Although students may be geographically far away from their lecturer and each other, we try hard therefore to overcome this by regular contacts, either by phone, fax or e-mail. We also try to organise times when students can talk to each other, for example through online 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.
## TOPIC CONVENERS

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### POAD 9005
**Contemporary Cases in Public Policy**

*Convener: Associate Professor Gerry Redmond*

**Units:** 4.5

**Duration:** Semester 2

**Flexible Learning:** Available

**Enrolment not permitted:** If POAD9038 has been successfully completed

**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 key contemporary issues and theories. 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.

### 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. Debates about the motivational and institutional foundations of public policy are also examined. Thereafter, issues and problems at the main stages or steps 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 policies. 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 or steps 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.

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**POAD 9015**

**Economics and Public Policy**

Convener: Dr Noore Siddiquee  
Units: 4.5

Duration: Non-Semester 1  
Flexible Learning: Available

Enrolment not permitted:
If POAD9027 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 on 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
- Have a clear understanding about the process of public expenditure management and the mechanisms used to ensure efficiency, accountability and transparency in public financial management
- Demonstrate skills in conceptualising the nature and roles of fiscal policy in modern economy and society

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**POAD 9017**

**Contemporary Public Policy: Theoretical Perspectives**

Convener: Associate Professor Lionel Orchard  
Units: 4.5

Duration: Semester 1  
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.

POAD 9022
Public Management

Convener: Dr Noore Siddiquee
Units: 4.5
Duration: Semester 1
Flexible Learning: Available
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.

POAD 9028
Evaluation Methods

Convener: Associate Professor Jo Boulderstone
Units: 4.5
Duration: 1 3-day intensive workshop Semester 2
Flexible Learning: Not Available
Enrolment not permitted:
If POAD8201 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
Students who successfully complete this topic 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 appropriate to a particular organisational situation

POAD 9030
Indigenous Issues in Public Policy

Convener: Associate Professor Jane Robbins
Units: 4.5
Duration: Semester 2
Flexible Learning: Not Available
Enrolment not permitted:
If POLI7059 has been successfully completed

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
The aims of this topic are:
• 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 who successfully complete 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

POAD 9034
Risk Management - Principles and Practice

Convener: Mr David Hope
Units: 4.5
Duration: 1 4-day intensive workshop pre-Semester 1
Flexible Learning: Not Available
Enrolment not permitted:
If POAD 98202 has been successfully completed

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**

Students who successfully complete this topic will be able to:

- 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

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**POAD 9043**

**Selected Issues in Public Policy**

*Convener: Dr Noore Siddiquee*

*Units: 4.5*

**Duration:** Semester 1 and 2

**Flexible Learning:** Available

**Enrolment not permitted:**
If POAD 9003 has been successfully completed

**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.

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**POAD 9044**

**Selected Issues in Public Management**

*Convener: Dr Noore Siddiquee*

*Units: 4.5*

**Duration:** Semester 1 and 2

**Flexible Learning:** Available

**Enrolment not permitted:**
If POAD 9004 has been successfully completed

**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 9050 (A–D)
Master of Public Administration Dissertation

Convener: Associate Professor Janet McIntyre
Units: 4.5/18
Duration: Semester 1 and 2
Flexible Learning: Not Available
Enrolment not permitted:
If POAD 9000 has been successfully completed

Curriculum

The topic involves supervised individual reading and research leading to the production of a dissertation about 18,000 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 18,000 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

POAD 9129
Environmental Policy and Governance

Convener: Dr Cassandra Star
Units: 4.5
Duration: Semester 1
Flexible Learning: Not 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

Enrolment not permitted:

If POAD 9122 has been successfully completed

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 organisations
- apply this knowledge to practical situations in the workplace

POAD 9130

Toolkit for Public Management

Convener: Tim O'Loughlin
Units: 4.5

Duration: Semester 2
Flexible Learning: Available

POAD 9132 (A-B)

Action Learning Project

Convener: Cassandra McCreadie
Units: 9/4.5

Duration: Semester 1 and 2 (by arrangement)
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 organisation
- 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 Janet 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
iii) 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:

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

POAD 9135
Project Management

Convener: Mr Bruce Spencer
Units: 4.5

Duration: 1 3-day intensive workshop Non-Semester 1

Flexible Learning: Available

Enrolment not permitted:
If POAD9110 has been successfully completed

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 Craig Matheson
Units: 4.5

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

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 Craig Matheson
Units: 4.5

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

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 Janet McIntyre
Units: 4.5

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

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 issues 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 Craig Matheson
Units: 4.5

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

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 9140 (A-C)
Public Policy Internship

Convener: Associate Professor Haydon Manning
Units: 13.5/4.5

Duration: Semester 1 and 2
Prerequisites: POAD9014
Enrolment not permitted:
If 1 of POAD9132, POAD9132A, POAD9132B has been successfully completed

Flexible Learning:  Available

Curriculum
The topic is an internship within the public sector, where the student will undertake a real project within a government organisation applying knowledge of public administration and policy theories.

Educational Aims
The aim of this topic is to enable students to undertake a real project within an organisation applying their knowledge of public administration and policy theories.

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

- Critically apply their knowledge of public policy and administration theories in an organisational context;
- Plan and conduct a supervised project with an organisation;
- 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 9142
Leading and Managing Change

Convener: Mr Tim O'Loughlin
Units: 4.5

Duration: Semester 1
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
Flexible Learning:  Available

Enrolment not permitted:
If POAD9100 has been successfully completed

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

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**POLI 9004**  
The Politics of Climate Change

*Convener: Dr Cassandra Star*  
*Units: 4.5*

**Duration:** Semester 2  
**Flexible Learning:** Available  
**Enrolment not permitted:** If POLI9008 has been successfully completed

**Curriculum**

Topic examines how governments, the United Nations and the environment movement in Australia and Europe address climate change. Seminars begin by focusing on readings from social and political theorist, Anthony Giddens' recent book, The Politics of Climate Change and testing the heuristic value of the methodology for studying environmental politics outlined in John Dryzek's book, The Politics of the Earth. Depending upon the interests of students, subsequent seminars may include analysis of debates over the science of climate change as articulated by the 'IPPC consensus', 'alarmist' and 'skeptic' positions; analysing the prospects of international treaties on emissions reduction; analysing the history of the Kyoto Protocol process; comparing advantages and disadvantages of emissions trading and carbon taxes; assessing the prospects for international cooperation on the spread of nuclear power technologies and assessing the pathways for India, China and developing nations in joining an international emissions trading regime. Seminars will also allow for students to adopt role play advocacy based on scenarios currently being played out in policy forums in Australia over future energy options.

**Educational Aims**

- Provide an opportunity for Politics Honours students, International Relations Graduate, Diploma and Masters students and Masters of Public Administration students to engage in advanced-level academic and professional analysis of the problems of governance at the domestic and international level associated with reducing anthropocentric contributions to climate change in both the developed and developing world.
- Encourage advanced-level verbal discussion and academic argument further developed students' skills in academic research, bibliographic analysis and professional writing
- Give students the opportunity to demonstrate their degree of readiness to advance to postgraduate study in this academic field.

**Learning Outcomes**

Students who successfully complete this topic should be able to:

- Demonstrate the ability to engage in advanced-level academic analysis the political, economic and social issues related to addressing climate change and greenhouse gas emission reduction in the international and Australian national context
- Understand the state of the academic literature and political practice with respect to a select range of climate change and energy policy issues
- Demonstrate the ability to engage in verbal discussion and academic argument at graduate level and apply developed skills in academic research, bibliographic analysis and professional writing
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/ and you can contact the Student Learning Centre by telephone +(618) 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 and Behavioural 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. 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). If you are required to submit a paper copy it must be submitted with a cover sheet available at http://www.flinders.edu.au/nursing/studentsandcourses/learning-resources/general_forms.cfm. 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 building with lists of topics where you can check to see if your assignment/s is ready to be collected. There is also a website http://flinders.edu.au/sabs/asa/returned/home.cfm where you are able to check online if assignments are ready for collection.

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**ASSESSMENT**

**GRADES**

Assignments will be graded according to the following scale:

- High Distinction: 85-100%
- Distinction: 75-84%
- Credit: 65-74%
- Pass: 50-64%
- Fail: 0-49%

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 an extension are 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 topics will be granted beyond the end of the semester 2, mid semester break or 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.

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**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 + (618) 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.flinders.edu.au/library/

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.

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. 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.

Phone: + (618) 8201 3500
Email: sscomputerhelp@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/sitelistences/

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.

STUDENT RELATED POLICIES AND PROCEDURES MANUAL

This document contains clear and useful explanations of University policy, your rights and responsibilities as a student. See http://www.flinders.edu.au/ppmanual/student.html for more information.

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 for more information.

CAREERS OFFICE

Assistance includes details of private firms and government departments, help in the preparation of written applications for jobs and practice interview. Telephone: + (618) 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: + (618) 8201 3735.

HEALTH SERVICE

Nursing staff are available on a walk-in basis from 8.45am-12.15pm and 1.00pm-4.30pm Monday to Friday. Male and female doctors are available by appointment. Any medical problem can be brought to the unit. Telephone: + (618) 8201 2118.

YUNGGORENDI

Provides support for Aboriginal and Torres Strait Islander Australians with all aspects of their university work. Telephone: + (618) 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: + (618) 8201 2717.

FEES

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 2013

<table>
<thead>
<tr>
<th>Orientation Week</th>
<th>25 February - 1 March</th>
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<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td></td>
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<tr>
<td>Weeks 1-14</td>
<td>4 March - 21 June</td>
</tr>
<tr>
<td>Mid semester break</td>
<td>15 April - 26 April</td>
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<tr>
<td>Mid year exams</td>
<td>22 June - 6 July</td>
</tr>
<tr>
<td>Mid year break</td>
<td>8 July - 26 July</td>
</tr>
<tr>
<td><strong>Semester 2</strong></td>
<td></td>
</tr>
<tr>
<td>Weeks 1-14</td>
<td>29 July - 15 November</td>
</tr>
<tr>
<td>Mid semester break</td>
<td>23 September - 4 October</td>
</tr>
<tr>
<td>End of year exams</td>
<td>16 November - 30 November</td>
</tr>
</tbody>
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### CRITICAL ENROLMENT DATES

<table>
<thead>
<tr>
<th><strong>Semester 1 Topics</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Friday 15 March</td>
<td>Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.</td>
</tr>
<tr>
<td>Sunday 10 March</td>
<td>Last day to pay Semester 1 up-front student contribution amounts, tuition fees and student services and amenities fees.</td>
</tr>
<tr>
<td>Sunday 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 and student services and amenities fees.</td>
</tr>
<tr>
<td>Friday 17 May</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 21 June</td>
<td>Last day to withdraw (WF)</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Semester 2 Topics</strong></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Friday 9 August</td>
<td>Last day to enrol in new topics. This does not apply to courses where enrolment deadlines have been specified.</td>
</tr>
<tr>
<td>Saturday 10 August</td>
<td>Last day to pay Semester 2 up-front student contribution amounts, tuition fees and student services and amenities fees.</td>
</tr>
<tr>
<td>Saturday 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 and student services and amenities fees.</td>
</tr>
<tr>
<td>Friday 11 October</td>
<td>Last day to withdraw without failure (WN)</td>
</tr>
<tr>
<td>Friday 15 November</td>
<td>Last day to withdraw (WF)</td>
</tr>
</tbody>
</table>
## NON-SEMESTER TOPICS (E.G. SUMMER SCHOOLS, INTENSIVES)

<table>
<thead>
<tr>
<th>Last day to enrol</th>
<th>Last day of teaching or Census date, whichever date is earlier</th>
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</thead>
<tbody>
<tr>
<td>Census date</td>
<td>The day after 20% of combined teaching and assessment period has elapsed, unless this day falls on a weekend, in which case the Census date will be the following Monday.</td>
</tr>
<tr>
<td>Last day to purge topics from student record</td>
<td></td>
</tr>
<tr>
<td>Last day to withdraw without incurring student contribution amounts, tuition fees or student services and amenities fees.</td>
<td></td>
</tr>
<tr>
<td>Last day to withdraw without failure</td>
<td>2/3 through the teaching period for the topic or the Census date, whichever date is later</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Last day of teaching or last day to withdraw without failure, whichever date is later</td>
</tr>
</tbody>
</table>