UNSW Course Outline

EDST5451 Educational Policy: Theory and Practice - 2024

Published on the 25 Aug 2024

General Course Information

Course Code : EDST5451
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Multimodal
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook Class Timetable

Course Details & Outcomes

Course Description

In this course you are introduced to education policy, education policy debates, and some of the
major issues facing Australian and international education policymakers. The course aims to
increase your understanding of the complexities, advantages, and limitations of education policy

and to assist you in becoming effective leaders and practitioners who inform, shape, and influence education policy. The course has a particular focus on federal and state policy in education, including the impact of education policy on schools and students; the interests of stakeholders in designing education policy; the theories of change underpinning education policy initiatives; the implementation challenges of policy approaches, and the impact of various reform strategies on building teaching capacity, accountability, and improving learning for all students. You will develop "policy skills" through writing a policy brief and writing policy-based commentary analysing an aspect of one of the policy issues examined in this course.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Understand and use research on educational policy
CLO2 : Critically analyse educational policy
CLO3 : Design policy solutions to issues in education

Course Learning Outcomes	Assessment Item
CLO1 : Understand and use research on educational policy	• Policy Analysis • Policy Briefing
CLO2 : Critically analyse educational policy	• Policy Analysis • Policy Briefing
CLO3 : Design policy solutions to issues in education	• Policy Analysis • Policy Briefing

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

Rationale

A broad critical understanding of the policy debates and approaches in Australian education is necessary to assist students in becoming effective leaders and practitioners who inform, shape, and implement education policy and to be an informed, engaged educator. The teaching, learning, and assessment activities in this course are designed to provide students with the opportunity to develop a critical understanding of policy issues, existing policy approaches, and alternative policy solutions.

Teaching strategies

The course will use a combination of lectures, whole-group discussions, and student-led discussions designed to provide participants with the opportunity to deeply study the themes of the course.

Other Professional Outcomes

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1.6.4	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.	1
4.4.4	Evaluate the effectiveness of student wellbeing policies and safe working practices using current school and/ or system, curriculum and legislative requirements and assist colleagues to update their practices.	1
4.5.4	Review or implement new policies and strategies to ensure the safe, responsible, and ethical use of ICT in learning and teaching.	1
6.2.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	2
7.2.3	Support colleagues to review and interpret legislative, administrative, and organisational requirements, policies, and processes.	2
7.4.2	Participate in professional and community networks and forums to broaden knowledge and improve practice.	2

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Policy Analysis Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 04/10/2024 05:00 PM
Policy Briefing Assessment Format: Individual Short Extension: Yes (3 days)	60%	Due Date: 15/11/2024 05:00 PM

Assessment Details
Policy Analysis

Assessment Overview

Assessment 1 - Policy Analysis. Analyse an existing policy document related to education.

Course Learning Outcomes

- CLO1 : Understand and use research on educational policy
- CLO2 : Critically analyse educational policy
- CLO3 : Design policy solutions to issues in education

Detailed Assessment Description

The policy may exist at school/university, state or federal level. A list of possible documents to choose from for this task will be available on Moodle; alternatively, students can select their own however it must be clearly referenced and, if not available online in English, a translated copy must be made available.

Drawing on Bacchi (2009), prepare a 2000 word analysis of the policy that:

- Identifies the 'problem' being addressed
- Identifies assumptions underlying this representation of the 'problem'
- Explores the history behind the policy and how it came about
- Identifies the silences within the policy
- Identifies the potential effects of the policy
- Suggests how this representation of the 'problem' could be questioned, disrupted or replaced.

Draw on academic literature, policy documents and/or related sources (e.g. reports, reviews and legislation) as appropriate to support your response.

Reference:

- Bacchi, C. (2009). *Analysing policy: What's the problem represented to be?* Pearson Education.

Assessment Length

2,000 words

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an assessment, they may still be deemed to have met the hurdle requirement if the failure was due

to a late penalty and if the overall mark for the course is still greater than 50.

<u>Generative AI Permission Level</u>

Planning/Design Assistance

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Policy Briefing

<u>Assessment Overview</u>

Assessment 2 - Policy Briefing. Prepare and analyse a policy brief for a policymaker.

<u>Course Learning Outcomes</u>

- CLO1 : Understand and use research on educational policy
- CLO2 : Critically analyse educational policy
- CLO3 : Design policy solutions to issues in education

<u>Detailed Assessment Description</u>

Part 1: Policy brief (2,000 words)

- Write a policy brief, e.g. to a state or federal policymaker, addressing a particular issue in education policy. The issue should be drawn from themes covered in the course. Explain the issue, present possible courses of action, and then argue for a particular position, i.e., how you think the issue should be addressed.

Part 2: Analysis of policy brief (1,000 words)

- Reflect on the 'solution' you have put forward in Part 1, and how you have constructed a particular policy 'problem', by drawing on the policy analysis approach developed in Assessment 1 to critically analyse the position you have taken. Conclude with an overall

evaluation of this position.

- Draw on academic literature, policy documents and/or related sources (e.g., reports, reviews, and legislation) as appropriate to support your response. You must include reference to unit readings as well as self-identified academic and policy sources.

<u>Assessment Length</u>

Part 1 - 2,000 words, Part 2 - 1,000 words.

<u>Hurdle rules</u>

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education

website on policies and procedures: [SED Policies and Procedures (unsw.edu.au)](https://unsw.edu.au).

<u>Grading Basis</u>

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Topic	What is (Educational) Policy?
Week 2 : 16 September - 22 September	Topic	The Policy-Making Framework in Australia and Beyond.
Week 3 : 23 September - 29 September	Topic	The Policymaker's Perspective.
Week 4 : 30 September - 6 October	Topic	Standardisation.
Week 5 : 7 October - 13 October	Topic	Testing, Data and Evidence.
Week 6 : 14 October - 20 October	Topic	Teachers, Teaching and Teachers' Work.
Week 7 : 21 October - 27 October	Topic	Markets and Funding.
Week 8 : 28 October - 3 November	Topic	Commercialisation and Edtech.
Week 9 : 4 November - 10 November	Topic	Global Perspectives on Educational Policy.
Week 10 : 11 November - 17 November	Topic	Teachers and Policy: Where to From Here?

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

- Sequence of Topics is open to change, depending on guest speaker availability.
- This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Please see Moodle for weekly readings.

Course Evaluation and Development

Student evaluations shape future iterations of this course.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Meghan Stacey		Morven Brown Building, Ground Floor, Room G18	+61-2-906 53651	Please email to arrange an appointment	No	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community

- locate services and information about UNSW and UNSW Library

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

Use of AI for assessments | UNSW Current Students

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin, you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support, you will automatically receive a ticket number, but if you telephone, you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,

- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education