CSRM EXECUTIVE SHORT COURSES INFORMATION

A national nucleus for leadership in best practice research & analysis, cutting-edge modelling & methodologies, and evidence-based policy and programs

ANU College of
Arts & Social Sciences

csrm.cass.anu.edu.au

INTRODUCING THE ANU CENTRE FOR SOCIAL RESEARCH & METHODS

CSRM — A unique centre of excellence in social research and methods that blends the expertise of leading ANU social scientists with Australia's most accomplished survey research practitioners.

The ANU Centre for Social Research and Methods (CSRM) was set up in 2014 as a partnership between the ANU College of Arts and Social Sciences (CASS) and the Social Research Centre Pty Ltd (SRC). SRC is wholly owned by ANU and operates as a commercial social research services and survey fieldwork provider to all levels of Government, universities and the non-government sector.

CSRM is a peak umbrella body at ANU for top social research scientists and field practitioners from a range of disciplines such as economics, econometrics, political science, psychology, public health, social policy, sociology and statistics.

CSRM researchers specialises in policy modelling and impact assessment; survey design and data analysis; quantitative, qualitative and experimental research methodologies; policy analysis and evaluation, public opinion and behaviour measurement, data archiving, retrieval and management and professional education in social research methods for public sector and social services organisations.

CSRM conducts Australia's premier social science survey research, including the Australian Election Study, the World Values Survey and the ANU polls — the quarterly surveys of Australian public opinion on issues of national importance. CSRM is also home to the Australian Data Archive (ADA), the nation's largest collection of surveys and social scientific digital research data that is made freely available to researchers from universities, government and non-government organisations.

CSRM works in collaboration with Australia's largest and most respected commercial social research services company, the Melbourne-based Social Research Centre Pty Ltd (SRC). Key SRC practitioners contribute to the social science research community by developing qualitative, quantitative and experimental research methodologies with academic collaborators at the ANU Centre for Social Research and Methods (CSRM). SRC's conducts qualitative research and large-scale survey research in areas such as population health, employment, schools, education and training, immigration, tobacco, drugs and alcohol, cancer knowledge attitudes and behaviours, mental health, parenting and families, road safety, crime, environment and sustainability, race and gender-based discrimination, violence against women, gambling and other health and social policy issues.

Social Research Centre
An ANU Enterprise business

CSRM LEADERSHIP

Professor Matthew Gray
Director
matthew.gray@anu.edu.au

Matthew is Professor of Public Policy at The Australian National University. Previous appointments include Director of the Centre for Aboriginal Economic Policy Research and Deputy Director of the Australian Institute of Family Studies.

He has published research on a wide range of social and economic policy issues and has undertaken major evaluations of government policies and programs including the family law system, income management, service delivery models and place-based interventions.

From 2005 to 2010 he was responsible for the Longitudinal Study of Australian Children.

Research and publications: researchers.anu.edu.au/researchers/gray

Associate Professor Nicholas Biddle
Deputy Director
nicholas.biddle@anu.edu.au

Nicholas is a quantitative social scientist, Deputy Director of the ANU Centre for Social Research and Methods, and a Fellow at the Centre for Aboriginal Economic Policy Research (CAEPR) at The Australian National University (ANU). Between July 2011 and February 2012, Nicholas was a Visiting Scholar at the Center for Comparative Studies in Race and Ethnicity at Stanford University.

He is currently working on the Indigenous Population project, funded by the Commonwealth and State/Territory Governments. He has previously held a Senior Research Officer and Assistant Director position in the Methodology Division of the Australian Bureau of Statistics.

Research and publications: researchers.anu.edu.au/researchers/biddle-ng

CSRM MANAGEMENT COMMITTEE

Dr Naomi Priest
Fellow, CSRM
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Naomi is a leading Australian mixed-methods social and health scientist and a Fellow in the ANU, Centre for Social Research and Methods. Prior to joining the ANU she was a visiting scientist at Harvard University in 2014–15, and previously held positions at the University of Melbourne and Deakin University. Naomi's broad research interest is to integrate social and epidemiologic methods to examine and address racial-ethnic inequalities in child and youth health and development across populations and place. This includes social epidemiology and qualitative research to understand racial-ethnic differences in child health and development and explanations for observed differences. Much of this work focuses on patterns, mechanisms and prospective influence of adverse early life exposures and stressors, including racial discrimination. She is also interested in ethnic-racial socialisation processes among children from stigmatised and non-stigmatised groups, including development of racial/ethnic attitudes, bias, stereotypes and prejudice. A third area of her research is focused on initiatives to counter discrimination and promote diversity and inclusion.

Research and publications: researchers.anu.edu.au/researchers/priest-nc

Darren Pennay
Chief Executive Officer,
Social Research Centre
darren.pennay@srcentre.com.au

Darren is the founder and Chief Executive Officer of the Social Research Centre and an Adjunct Professor with the University of Queensland's Institute for Social Science Research (ISSR). Darren's specific interests include large-scale survey design and management, longitudinal surveys, community attitudes research, health research, policy development research and survey methodology. He is a full member of the Australian Market and Social Research Society and has QPMR (Qualified Practicing Market Researcher) accreditation. Darren is also a member of the American Association of Public Opinion the World Association of Public Opinion Research and the European Survey Research Association. Darren has played a leading role in the introduction of dual-frame telephone surveys to Australia and is a leading proponent of the Total Survey Error approach to survey research.

Research and biography: www.srcentre.com.au/about-us/our-people/person/darren-pennay

Karen Kellard
Director, Qualitative Research
Social Research Centre
karen.kellard@srcentre.com.au

Karen has high level project management skills as well as extensive experience of qualitative research and evaluation within the areas of exclusion and disadvantage, health, crime, justice and policing, disability and well-being, labour market participation and welfare policy and social marketing, utilising the full range of qualitative and quantitative methodologies (including focus groups, in-depth interviews, workshops and online qualitative approaches). Karen also leads on all cognitive and usability testing for survey questionnaires and associated instrumentation. Karen is an experienced applied social researcher specialising in qualitative methods. Karen's expertise covers a broad range of social policy areas including health, disability, community cohesion, welfare, education and employment.

Research and biography: www.srcentre.com.au/about-us/our-people/person/karen-kellard

Dr Steve McEachern
Director, Australian Data Archive,
CSRM
steve.mceachern@anu.edu.au

Steve is Director of the Australian Data Archive, where he is responsible for the daily operations and techincial and stratregic development of the Australian Data Archive (ADA). The ADA provides research data management and dissemination services for all Australian universities and 10 different Federal government departments, for 5000 datasets from 1500 projects.Steve has high level expertise in survey methodology and data archiving. He has 15 year experience in the develioment and application of survey research methodology and technologies.

Research and biography: researchers.anu.edu.au/researchers/mceachern-sd

PRIMER COURSE FOR USE OF DATA AND EVIDENCE IN POLICY

COURSE OVERVIEW AND OUTCOMES

The aim of this course is to introduce and discuss the main issues in data collection, analysis and interpretation in public policy-making, policy analysis and policy evaluation. By focusing on a selection of case studies from recent and ongoing policy debates, this course will provide participants with the skills, knowledge and confidence to answer the following questions:

- What data exists to support current policy frameworks and debates?
- What are the ways in which I can analyse and interpret the available data to support a particular policy decision?
- How do I influence the collection of new and better data within my department?

WHO SHOULD ATTEND?

The course is targeted towards those who commission, undertake or utilise empirical research as part of their role in the analysis, design or implementation of public policy. The focus of this course is on practice and implications rather than technical details. As such, there is no assumed knowledge for the course. There will be a number of exercises throughout the three days with participants given the opportunity to integrate their own experiences and issues into the discussion.

COURSE DETAILS

The course will be delivered over three days by the University's highly regarded international experts in data analysis, policy design and program evaluation.

Day 1 (morning)

Designing and executing a policy project and critically analysing or evaluating data from surveys or other databases

- Where does the data come from and what are its strengths and weaknesses?
- What are some of the techniques for analysing and interpreting data?
- How do we ensure that our analysis is both robust and has policy relevance?
- Quantitative datasets — cross-sectional, longitudinal and administrative.
- Preliminary decisions and questions for other Department areas doing data collection.
- Summarising the data and describing a key concept, with a focus on measures of central tendency and dispersion.
- Recognising weaknesses and using the data strengths to make informed policy decisions
- Critically evaluating data descriptions produced by others.

Day 1 (afternoon)

Tools and methodologies for measuring policy or program impact

- Defining policy or program 'impact'.
- Framing causal questions, taking account of selection biases when evaluating decisions, running impact evaluations and ensuring findings answer important questions.
- Current approaches to measurement of 'impact'.

Day 2

Critically evaluating the evidence base for some of the most important current Australian policy issues

- Participants will discuss and examine current or recent policy issues through sample case studies tailored to their interests, e.g. negative gearing changes, childcare reform or indigenous disadvantage etc. Participants will objectively examine the empirical evidence for key areas of policy drawing upon the best and most up to date Australian and international evidence and reflect on where the evidence is thin or non-existent.
- Exploring the different ways of writing and analysing evidence for policy, and program design.
- Discussing the different approaches taken in policy briefs, consultancy reports, academic papers and online reports.
- Understanding how Departments can commission and obtain the information needed to make better-informed policy or program decisions.

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EVALUATING POLICIES AND PROGRAMS

COURSE OVERVIEW AND OUTCOMES

The aim of this course is to introduce and discuss the main issues concerning the evaluation of public policies and programs. The course reviews the potential traps associated with poor evaluation methodology, the implication of this and how traps can be overcome. The course also unpacks recent policy evaluations conducted by the convenors, discussing the method employed and potential alternatives. By focusing on a selection of case studies from recent and ongoing policy debates, this course will provide participants with the skills, knowledge and confidence to answer the following questions:

- What are the potential limitations with the existing data and how can I best use these data to evaluate and support current policy frameworks and debates?
- What are the ways in which I can minimise bias and errors to produce robust empirical evidence?
- What are the different techniques for comparing the costs and benefits of a particular policy or program?
- How can I effectively and efficiently disseminate evidence in a way that is meaningful to policymakers and current debates?

The course is not designed to demonstrate how data are modelled. Rather the course aims to make participants fully aware of the main issues surrounding the evaluation of policies and programs, thus making them intelligent managers and consumers of robust empirical evidence.

WHO SHOULD ATTEND?

The course is targeted towards those who commission, undertake or utilise empirical research as part of their role in the analysis, design or implementation of public policy. The course focuses on practice and implications rather than technical details. As such, there is no assumed knowledge for the course. There will be a number of exercises throughout the two days with participants given the opportunity to integrate their own experiences and issues into the discussion.

COURSE DETAILS

The course will be delivered over two days by the University's highly regarded international experts in the evaluation of policies and programs.

Day 1
The context of evaluation

Background

- What is evaluation?
- What are the different types of evaluation?
- Does evaluation differ with respect to research and program?
- Political context matters, why?
- Roundtable discussion.

Methodology Part 1

- Counterfactuals, triangulation, types of data, program logic.
- Recognising weaknesses and using the data strengths to make informed policy decision.

Case Studies and Group Discussion

Day 2
Evaluation at work

Methodology Part 2

- Common traps when undertaking evaluation.
- How to overcome methodological traps.
- How do you know whether a policy, program or procurement decision has had a causal impact or influenced a particular outcome?
- Framing causal questions, taking account of selection biases when evaluating decisions,running impact evaluations and ensuring findings do answer important questions.
- Economic evaluation — Cost-benefit analysis.

Case Studies and Group Discussion

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USING QUALITATIVE AND MIXED-METHODS DATA FOR EVIDENCE-BASED POLICY MAKING

COURSE OVERVIEW AND OUTCOMES

Mixed methods research is a research design with assumptions as well as methods of inquiry. As a methodology, it involves making assumptions that guide the direction of the collection and analysis of data. As a method, it focuses on collecting, analysing, and mixing quantitative and qualitative data. This can include data already collected, as well as data collected for a specific purpose. The central premise of mixed methods is that a mix of quantitative and qualitative approaches in combination can provide a better understanding of many policy issues than either approach done in isolation.

The aim of this course is to introduce and discuss the main issues in use of qualitative and mixed-methods data to inform policy making. By focusing on a selection of case studies from recent and ongoing policy debates, this course will provide participants with the skills, knowledge and confidence to answer the following questions:

- What qualitative and mixed-methods data exists to support current policy frameworks and debates?
- What are the ways in which I can analyse and interpret the available qualitative and mixed-methods data to evaluate services delivery or support a particular policy decision?
- How do I influence the collection of new and better qualitative and mixed-methods data within my department?

WHO SHOULD ATTEND?

The course is targeted towards those who commission, undertake or utilise empirical research as part of their role in the analysis, design or implementation of policy or service delivery. The focus of this course is on practice and implications rather than technical details. There are no firm pre-requisites for the course. During the program there will be several exercises throughout the two days with participants free to integrate their own experiences and issues into the workshop discussions.

COURSE DETAILS

The course will be delivered over two days by highly regarded international experts in qualitative and mixed-methods data analysis, policy design and program evaluation at ANU. It will also include insights from Social Research Centre (SRC)'s commercial practitioners who conduct empirical analysis and surveys for leading Commonwealth and State PS agencies. Our experts work on topics as varied as health, education and training; labour markets; cancer attitudes and behaviours; indigenous affairs; crime, justice and policing, disability; parenting, families and welfare.

Day 1 (morning)
Designing and executing a policy project

- Where does qualitative data come from and how do we assess its strengths and weaknesses?
- What are some of the theoretical framings of qualitative research — positivism, constructivism, postmodernism, performative?
- What are some of the different types of qualitative data-case study; ethnography and participant observations; structured and semi-structured interviews and focus groups; discourse and image analysis?

Day 1 (afternoon)
Critically analysing or evaluating qualitative data

- Issues of qualitative research design — sampling, triangulation, trustworthiness, validity and reliability, ethics.
- What are appropriate techniques for analysing, synthesising and interpreting qualitative data?
- Critically appraising qualitative research to recognising strengths and weaknesses for public policy making.
- Critically evaluating qualitative data produced by others.

Day 2 (morning)
Mixed methods approaches and their role in policy

- How do we consider qualitative data in the context of mixed-methods and quantitative data?
- What are the different types of mixed-method approaches and their strengths and weakness?
- Issues of mixed-method research design — which types of approaches for which types of questions?
- What do we do when qualitative and quantitative data provide different or contradictory information?

Day 2 (afternoon)
Critically evaluating the evidence base for some of the most important current Australian policy issues

- Participants will then discuss and examine current or recent policy issues through sample case studies tailored to their interests.
- Participants will examine qualitative and mixed-method evidence for key areas of policy drawing upon the best and most up to date Australian and international evidence and reflect on where the evidence is thin or non-existent.
- Exploring the different ways of writing and analysing evidence for policy, and program design.
- Discussing the different approaches taken in policy briefs, consultancy reports, academic papers and online reports.
- Understanding how Departments can commission and obtain the information needed to make better-informed policy or program decisions.

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COLLECTING SURVEY DATA: PRINCIPLES, DESIGN AND EXECUTION

COURSE OVERVIEW AND OUTCOMES

The aim of this course is to introduce participants to key elements of survey data collection and descriptive analysis:

- Core principles in designing social surveys
- Methods for measuring social and economic concepts, and
- Key decisions and challenges in the survey data collection process.

This course will explore and analyse each of these elements using a combination of examples drawn from existing government and academic surveys, as well as policy and research questions identified by class participants.

By the end of the course, participants should have the key skills and knowledge to:

1. Generate research or policy evaluation questions that can be answered using social survey methods.
2. Identify survey designs that can address these questions.
3. Contribute to the development of social survey instruments.
4. Understand and critically evaluate survey questions, measures and instruments.

WHO SHOULD ATTEND?

This course is intended for those who are involved in the commissioning of social surveys as part of their role (e.g. project managers and policy analysts), and those who have direct involvement in social surveys as part of their key responsibilities (e.g. with direct data collection responsibilities).

The course includes a combination of elements, including theoretical principles of survey design and measurement, interactive discussions of research and policy questions, and practical exercises. The discussions and exercises used throughout the course will provide participants with the opportunity to integrate their own experiences and issues into the discussion.

COURSE DETAILS

This course is delivered by experts in survey design, collection and analysis from the ANU and it's subsidiary, the Social Research Centre. The core introductory course is delivered over two days, focussing on key elements of survey research design and implementation. There is also an optional third day for participants interested in more advanced and in-depth elements of question and questionnaire design.

Day 1
Survey methods and question design

Morning: An introduction to surveys

- The nature and functions of survey research.
- The survey research process
- Validity and reliability in survey research
- Sources of survey error — The Total Survey Errorparadigm

Afternoon: Measurement and questions

- Concepts, indicators and questions
- Measurement using survey methods
- Survey questions and responses

Day 2
Survey administration and sampling

Morning: Questionnaire design and administration

- From questions to a questionnaire
- The modes of survey administration
- Managing survey data collection

Afternoon: Choosing your sample

- Core concepts in sampling
- Finding a population and sample frame
- Selecting a survey sample

OPTIONAL Day 3
Advanced question and instrument design

This optional third day is intended for those seeking a more advanced understanding of question and questionnaire development.

Morning: Advanced question design

- How to ask good questions
- Question wording and structure
- How to get good answers: response formats and implications for measurement

Afternoon: Advanced questionnaire design

- Questionnaire construction: question ordering, logic and complexity
- Implications of mode choice for
- Multi-mode designs

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DESIGNING AND RUNNING FIELD TRIALS FOR POLICY INSIGHT

COURSE OVERVIEW AND OUTCOMES

In the current resource — constrained public sector environment, it is imperative for APS agencies to ensure that public funding is being spent on policies and programmes that demonstrate positive outcomes and impact. Randomised controlled trials (RCTs) are gaining rapidly in popularity as an instrument or tool for evaluating public policy across developed and, in particular, developing countries.

When undertaken in real-world settings (also known as 'field experiments'), carefully designed RCTs can be powerfully reliable and effective in providing data and evidence for large-scale roll-outs in policy implementation. These trials tell us a lot about what policy or service interventions work, what doesn't work, and why. When combined with other data (like costing and implementation issues) they help PS Managers confidently plan or re-attune policy or service priorities based upon reliable field-based evidence.

The aim of this course is to introduce participants to the theory, practice, and procedure of designing and implementing randomised field trial experiments.

WHO SHOULD ATTEND?

The course is targeted towards those who commission, undertake or utilise trial-based research as part of their role in the analysis, design or implementation of public policy. This can include APS officers involved in health, social and educational policy interventions as well as many other public sector areas. The course focuses on practice and implications rather than advanced technical details. As such, there is no assumed knowledge for the course.

COURSE DETAILS

There are six key steps for a robust, policy-relevant trial. This day-long course will cover the main ideas, difficulties and solutions for each of these steps.

Step 1: Preparation

The planning and preparation stage is critical for an RCT. Reaching the end of a project only to discover during analysis that a key variable is missed or incorrectly measured will lead to significant wasted resources. It is also important to remember that RCTs cannot be run after an intervention has begun, so it will need to be a part of early stage policy design.

Step 2: Design

Good design always trumps good econometrics. This includes choosing the right population, sampling strategy, and most importantly, the randomisation process. Get that right, and the statistical analysis is relatively straightforward.

Step 3: Pre-analysis

Pre-analysis plans represent 'best practice' in running trials as they ensure all details of the trial have been thought through before collection of data and this step significantly increases the robustness with which findings are viewed. We will talk through the pluses and minuses of such plans

Step 4: Conducting the trial

The key in successfully running a trial is to ensure that the intervention and measurement of outcomes are done in the way they were intended. This will require the development of standard operating procedures for those involved in the trial, including quality control procedures and issues management.

Step 5: Analysis

Analysing the data collected can be relatively easy if the trial has followed a simple test and control group design. However, more complex samples may require more detailed econometric analysis.
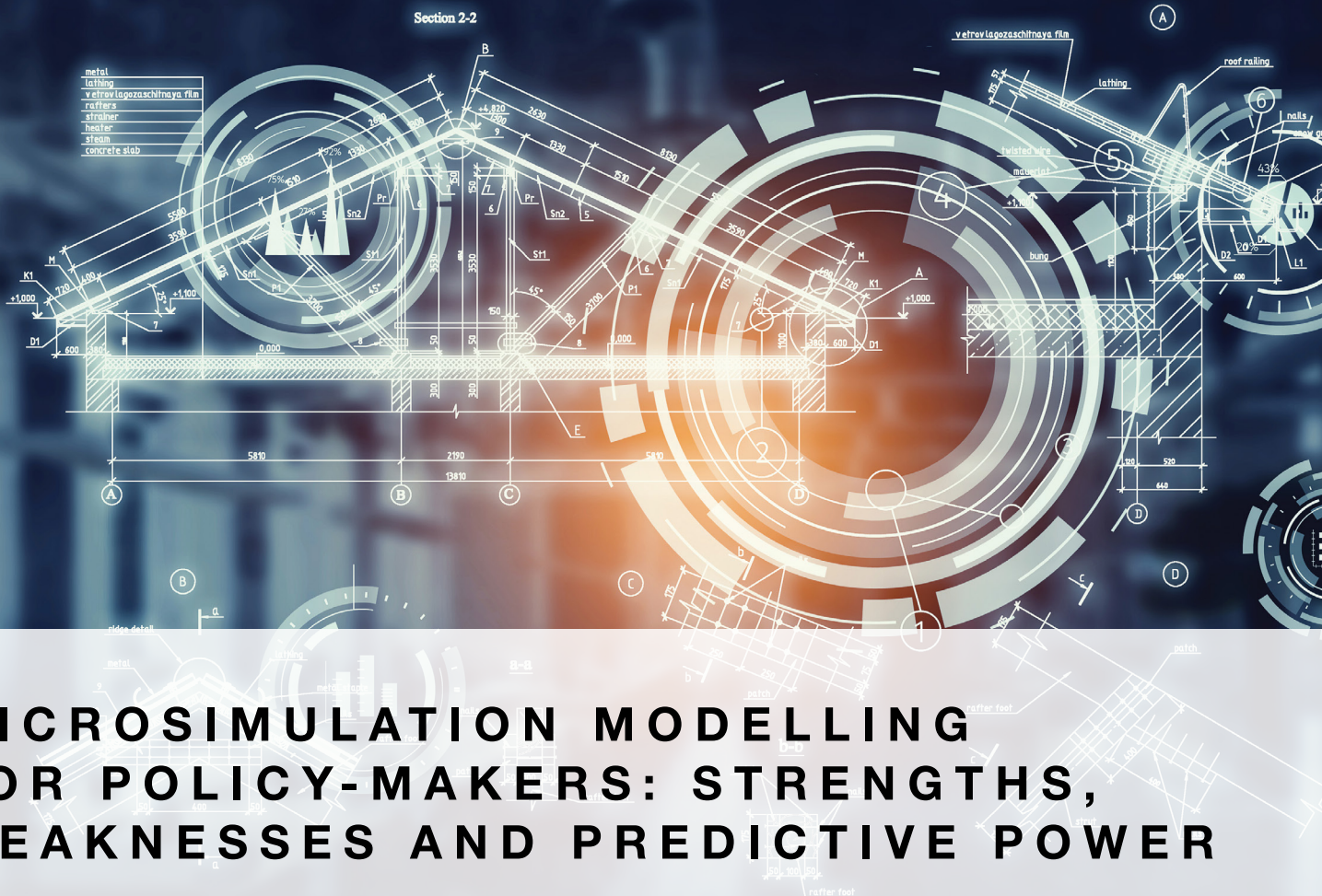
Step 6: Conclusions

Obtaining trial results are just the beginning. The final part of the trial and the final part of the course will focus on how to turn the results into information and knowledge.

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MICROSIMULATION MODELLING FOR POLICY-MAKERS: STRENGTHS, WEAKNESSES AND PREDICTIVE POWER

COURSE OVERVIEW AND OUTCOMES

Microsimulation modelling in this course relates to the simulation of the Australian tax and benefit system on actual persons and households using survey data. The simulations are used for the purpose of understanding existing current and alternative policies in Australia. Microsimulation modelling is used heavily by researchers and policy analysts in Government but increasingly in academia and the private sector. Microsimulation modelling offers the researcher the capability to understand complex systems such as the tax and transfer system in Australia by simulating the rules of these systems on actual persons and households. By working at the individual level this technique offers insights to policy that is otherwise not feasible.

Recent examples of microsimulation modelling use in Australia include the modelling of the 2014–15 and 2015–16 Federal Budgets. Each of these budgets proposed a complex array of new or altered policies that impact on the disposable incomes and work incentives of Australians. This analysis enabled a full understanding of the winners and losers from the budget in what is called a 'distributional analysis'. Microsimulation modelling can also incorporate behavioural impacts through altered economic behaviour or dynamic impacts through time.

WHO SHOULD ATTEND?

If you work in government or the private sector and have always wondered how this type of simulation modelling can reliably predict the social and economic impact of taxes and budgets, then this is a course you should attend. Expert facilitators will guide participants in terms of contract bespoke modelling opportunities for policy interventions contemplated by Departments, advocacy bodies and think-tanks. This course may interest:

1. Public servants and policy advisors working inpublic policy or quantitative areas
2. Policy researchers and managers wishing gaina greater understanding of policy modelling inAustralia
3. Researchers and consultants keen to gaineconomic and statistical modelling skills relevantfor public policy
4. Media staff interested in gaining an appreciationfor how policy modelling is undertaken.

COURSE DETAILS

The course will cover the following topics:

- Introduction to Microsimulation modelling and relevant Australian data.
- Building a simple microsimulation model of personal income taxation in Australia covering the basics of building a basefile and program modules.
- Using the model to analyse alternative taxation policies
- Modelling the 2014–15 budget — A case study.
- Introduction to newer dynamic and behavioural microsimulation modelling.

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SOCIAL AND BEHAVIOURAL INSIGHTS FOR ENHANCING PUBLIC POLICIES AND SERVICES

COURSE OVERVIEW AND OUTCOMES

The 2011 book *Thinking Fast and Slow* by Nobel Laureate Daniel Kahneman brought to the lay public the culmination of 40 years of behavioural economics research by Kahnemann and Amos Tversky that demonstrated how human beings make intuitive decisions that are frequently irrational. We now know that even subtle changes in the way that proposals are framed or contextualised may affect behaviour quite dramatically and that this relates to the social, cognitive and emotive nature of human decision-making.

Building on the massive popularity of *Nudge* by Richard Thaler and Cass Sunstein, *Predictably Irrational* by Dan Ariely, and *Freakonomics* by Steven Levitt and Stephen Dubner, these works have transformed the way that we think about human behaviour and decision making.

The celebrated intertwining of economics and psychology is now making significant inroads into the policy arena where insights from the social and behavioural sciences are being translated worldwide into recommendations for the enhancement of public policies, programs and services.

In 2010, the UK Government set up a Behavioural Insights Team (BIT; now part of NESTA) with the stated aim of finding 'innovative ways of encouraging, enabling and supporting people to make better choices for themselves'. In 2012, the NSW Dept of Premier & Cabinet instituted Australia's first behavioural insights team working in cooperation with UK BIT. In 2014, the Obama White House set up a cross-agency group of experts in applied behavioural science called the Social & Behavioural

Sciences Team (SBST). This year, the Commonwealth Dept of Prime Minister and Cabinet formed the Behavioural Economics Team of the Australian Government (BETA) unit. Yet again, another Behavioural Insights unit has just commenced work in the Victorian Government.

Behavioural insights were initially focused on informing as integrity and compliance, cost-effectiveness, operational streamlining, public affordability, access and uptake and program efficiency, productivity and impact.

US randomised trials have found that some behavioural interventions are easily embedded directly into the administration of a program at little cost, and its impact easily observed using existing PS data collection methodologies. There, even modest impacts have been found to return savings or benefits that far outweighed the expense of either the intervention or the evaluation.

Other trials have shown much smaller effects, and sometimes unintended negative consequences. Rather than being seen as a negative though, this highlights the benefits of rigorous trials. That is, in the words of the UK BIT, policy is beginning to '*Test, Learn and Adapt*.'

The course will introduce Public Sector Officers and Managers to the burgeoning field of behavioural economics, present policy insights being gleaned from global public sector initiatives in this field and offer Australian participants opportunities to confidentially discuss the potential application of behavioural insights within their own public sector work portfolios.

WHO SHOULD ATTEND?

Commonwealth and state public sector managers and executives involved in policy analysis, development or services delivery will be increasingly encouraged to improve policy or services using methodologies and insights from the social and behavioural sciences. Behavioural insights can inform all areas of government ranging from education, arts, health, aboriginal affairs, disability services, veterans affairs and social services to policing, taxation, science, environment, innovation, finance, agriculture, transport, communications, HECS loan collections and so on — in fact, applications abound in any area that involves human decision-making and choices of one sort or another.

COURSE DETAILS

The course will cover the core findings from Behavioural Insights including happiness and new measures of wellbeing, loss aversion and framing, prospect theory (misconceptions of probability in the face of risk), hyperbolic discounting and other conflicts with our future selves. However, the course will also cover new advances including the work on scarcity and cognitive load, the conflicts between intrinsic and extrinsic motivations, and, in the words of Cass Sunstein '*making predictions where behavioural findings cut in different directions … [and] understanding the line between nudging and manipulation*.'

Participants will discuss the types of behavioural sciences-based evidence that can better inform policymaking, gain an appreciation of the current gaps in our knowledge, consider ethical issues and dilemmas with '*libertarian paternalistic*' approaches and consider a range of case studies where nudges have been applied and their outcomes. Participants will also be introduced to tools and methodologies for objectively evaluating nudge outcomes including the use of randomised control trials (RCTs). The course will conclude with group discussions on some of these new insights could potentially be applied to the participant's own portfolio areas.

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COURSE ENQUIRIES