

## Subject Description Form

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|----------------------------|-----------------------|------------------|--------------------------------------------|----|-----|------------------------------------------------|----|-----|--------------------------|-----|----|------------------------|-----|----|
| Subject Code                                   | APSS5201                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Subject Title                                  | Policy Research Method                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Credit Value                                   | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Level                                          | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Pre-requisite / Co-requisite/ Exclusion        | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Assessment Methods                             | <table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Group Presentation on Research Proposal</td><td>0%</td><td>30%</td></tr><tr><td>2. Group Presentation on Evidence-Based Policy</td><td>0%</td><td>15%</td></tr><tr><td>3. Individual Term Paper</td><td>45%</td><td>0%</td></tr><tr><td>4. Class Participation</td><td>10%</td><td>0%</td></tr></table> <ul style="list-style-type: none"><li>▪ The grade is calculated according to the percentage assigned;</li><li>▪ The completion and submission of all component assignments are required for passing the subject; and</li><li>▪ Student must pass all components (standard of passing) if he/she is to pass the subject.</li></ul>                                                                       |                  |  | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Group Presentation on Research Proposal | 0% | 30% | 2. Group Presentation on Evidence-Based Policy | 0% | 15% | 3. Individual Term Paper | 45% | 0% | 4. Class Participation | 10% | 0% |
| 100% Continuous Assessment                     | Individual Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Group Assessment |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| 1. Group Presentation on Research Proposal     | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30%              |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| 2. Group Presentation on Evidence-Based Policy | 0%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 15%              |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| 3. Individual Term Paper                       | 45%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0%               |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| 4. Class Participation                         | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0%               |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Objectives                                     | This subject aims to provide students with the necessary principles, knowledge and skills for conducting research for developing, analyzing and assessing social policy. Students are expected to learn how to identify and develop research designs and data collection strategies for researching on social policy. These conceptual tools will in turn enable students to become a more sophisticated consumer and producer of research while getting a hands-on introduction to familiarize them with a range of quantitative and qualitative methods commonly used in researching on social policy, including, but not limited to, archival and documentary research, using government and Census data, identifying best practices, benchmarking, planning and implementing surveys, focus group interviews and analyzing data. |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |
| Intended Learning Outcomes                     | Upon completion of the subject, students will be able to:<br>a. Understand the strength and limitations of major concepts and principles associated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                  |  |                            |                       |                  |                                            |    |     |                                                |    |     |                          |     |    |                        |     |    |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <p>with various methods commonly used in social policy research;</p> <p>b. Demonstrate their knowledge and competence in designing, implementing and managing proficiently the tools and procedures involved in completing social policy research professionally and ethically;</p> <p>c. Analyze and interpret findings in social policy research and highlight local and global contexts; and</p> <p>d. A higher level of critical thinking, creativity, and commitment to continual learning in social policy and social development</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Subject Synopsis/<br/>Indicative Syllabus</b> | <ol style="list-style-type: none"> <li>Introduction to Policy Research <ul style="list-style-type: none"> <li>What is policy research?</li> <li>The theoretical base – agency and structure</li> <li>Types of policy research and research questions</li> <li>The policy research process</li> <li>Research ethics</li> </ul> </li> <li>Policy Research Design <ul style="list-style-type: none"> <li>Conceptualizing research question</li> <li>The role of theory</li> <li>Explanation and causality</li> <li>Quantitative, qualitative, or mixed methods</li> </ul> </li> <li>Qualitative Methods in Policy Research <ul style="list-style-type: none"> <li>Qualitative inquiry approaches</li> <li>Qualitative data collection methods and sampling</li> <li>Qualitative coding and analysis</li> <li>Validity and rigor in qualitative research</li> </ul> </li> <li>Quantitative Data Analysis <ul style="list-style-type: none"> <li>First-hand, second-hand, and census data</li> <li>Descriptive &amp; Bi-variate analysis</li> <li>Sample size determination</li> <li>Regression models</li> <li>Moderation and mediation</li> <li>Validity and rigor in quantitative research</li> </ul> </li> <li>Experimental Designs <ul style="list-style-type: none"> <li>Types of experiments</li> <li>Randomization and control</li> <li>Analysis of experimental data</li> <li>Experiments in policy research</li> </ul> </li> <li>Practical Approaches in Policy Research <ul style="list-style-type: none"> <li>Systematic reviews and meta-analysis</li> <li>Delphi method</li> <li>Participatory research</li> <li>Qualitative Comparative Analysis</li> </ul> </li> </ol> |

|                                                                 | <ul style="list-style-type: none"><li>● Scale Validation</li></ul> <p>7. Communicating Research</p> <ul style="list-style-type: none"><li>● Writing for policy research</li><li>● Criteria for policy recommendations</li><li>● Knowledge transfer and visualization</li><li>● Policy Advocacy and Stakeholder Engagement</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                   |             |                                                   |   |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------|---------------------------------------------------|---|--|--|---|---|---|---|-------------------------------------------|-----|---|---|---|---|------------------------------------------------|-----|---|---|---|---|-------------------------|-----|---|---|---|---|------------------------|-----|---|---|---|---|-------|------|---|---|---|---|
| Teaching/Learning Methodology                                   | <p>This subject will engage students in a variety of teaching and learning methods. Interactive lectures and workshops will help students to become conversant with the common paradigms and frameworks currently embedded in understanding and practicing social policy research. Group project activities will further allow students to acquire practical knowledge, competence and skills in deciding and using specific techniques commonly required for conducting social policy research. The seminar presentation along with the written reports will ensure they gain experience in data analysis, develop empathy, responsibility and sensitivity in making appropriate recommendations and developing effective communication skills for conveying social policy research findings to the professional community and public at large.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                   |             |                                                   |   |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>1.Group Presentation on Research Proposal</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Group Presentation on Evidence-Based Policy</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3.Individual Term Paper</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Class Participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>1. Group Presentation on Research Proposal</b></p> <p>Students will work in groups to identify meaningful policy research questions, propose solutions using proper research methods and techniques, and develop feasible research plans. Groups may collect primary or use secondary data as data sources. Before data collection/analysis, they will present their research proposal to the class. This activity assesses students’ understanding of the nature and methodology of policy research and their competence in designing and managing research tools and programs effectively. Additionally, students must incorporate local and global perspectives into their research design and clearly communicate their ideas to others.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed |   |  |  | a | b | c | d | 1.Group Presentation on Research Proposal | 30% | ✓ | ✓ | ✓ | ✓ | 2. Group Presentation on Evidence-Based Policy | 15% | ✓ | ✓ | ✓ | ✓ | 3.Individual Term Paper | 45% | ✓ | ✓ | ✓ | ✓ | 4. Class Participation | 10% | ✓ | ✓ | ✓ | ✓ | Total | 100% | ✓ | ✓ | ✓ | ✓ |
| Specific assessment methods/tasks                               | % weighting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                   |             | Intended subject learning outcomes to be assessed |   |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
|                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | a                                 | b           | c                                                 | d |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
| 1.Group Presentation on Research Proposal                       | 30%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                 | ✓           | ✓                                                 | ✓ |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
| 2. Group Presentation on Evidence-Based Policy                  | 15%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                 | ✓           | ✓                                                 | ✓ |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
| 3.Individual Term Paper                                         | 45%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                 | ✓           | ✓                                                 | ✓ |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
| 4. Class Participation                                          | 10%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                 | ✓           | ✓                                                 | ✓ |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |
| Total                                                           | 100%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | ✓                                 | ✓           | ✓                                                 | ✓ |  |  |   |   |   |   |                                           |     |   |   |   |   |                                                |     |   |   |   |   |                         |     |   |   |   |   |                        |     |   |   |   |   |       |      |   |   |   |   |

|                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
|                                      | <p><b>2. Group Presentation on Evidence-Based Policy</b><br/>Students will form groups to select one existing public policy case informed by evidence-based research. The presentation should clearly explain the policy problem, research questions, methods used, key findings, and how the evidence was translated into or used to inform policy decisions. Groups should analyze the process and stakeholder roles, as well as the strengths and limitations of the research approach in the case, and discuss its implications for policymaking and implementation. This activity encourages students to apply critical thinking, connect research with practice, and understand how empirical evidence contributes to effective and accountable public policy. By presenting to their peers, students engage in collaborative learning, policy analysis, and reflection on real-world evidence use across different social and political contexts.</p> <p><b>3. Individual Term Paper</b><br/>Students will independently write a research paper of up to 3,000 words, based on their group proposal or individual research interests. This paper will include a literature review, methodology, results, and discussion of policy implications. This task reflects students' ability to manage research, apply research methods, interpret findings scientifically, professionally, and independently. It evaluates their ability to interpret and effectively communicate findings in social policy to inform policy development.</p> <p><b>4. Class Participation</b><br/>Students are expected to actively engage in lectures and class activities to demonstrate their learning attitude and commitment to professional growth and leadership in policy research.</p> |          |
| <b>Student Study Effort Expected</b> | <b>Class contact:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |          |
|                                      | ▪ Lectures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 39 Hrs.  |
|                                      | <b>Other student study effort:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |
|                                      | ▪ Self-directed study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 39 Hrs.  |
|                                      | ▪ Preparation for group research proposal presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 10 Hrs.  |
|                                      | ▪ Preparation for research article presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 16 Hrs.  |
|                                      | ▪ Preparation for individual term paper                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 20 Hrs.  |
|                                      | Total student study effort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 124 Hrs. |
| <b>Reading List and References</b>   | <p><u>Essential</u></p> <p>Toshkov, D. (2016). <i>Research Design in Political Science</i>. Palgrave.</p> <p>Babbie, E. R. (2021). <i>The practice of social research</i> (15th edition.). Cengage.</p> <p>Box-Steffensmeier, J. M., Brady, H. E., &amp; Collier, D. (2008). <i>The Oxford handbook of political methodology</i>. Oxford University Press.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Fink, A. (2014) *Conducting research literature reviews: from the Internet to paper* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Supplementary
- King, Gary, Robert O. Keohane, & Sidney Verba. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press.
- Mertens, D.M. & Ginsberg, P.E. (Eds.) (2009). *The handbook of social research Ethics*. Thousand Oaks, CA: Sage Publications.
- Yin, Robert (2018). *Case Study Research and Application: Design and Methods*. 6th Edition. Sage Publications.
- Gerber, Alan S., & Donald P. Green. (2012). *Field experiments: Design, analysis, and interpretation*. N.Y.: WW Norton.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Scott, S. (Ed.) (2006). *Documentary research*. London: Sage Publications.
- Wooldridge, J. M. (2025). *Introductory econometrics: a modern approach (8th edition.)*. Cengage.
- Shadish, W. R., Cook, T. D. and D. T. Campbell. (2001). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Belmont, CA: Wadsworth
- Majchrzak, A. (2014). *Methods for policy research: Taking socially responsible action* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications.
- Askew, R., John, P. & Liu, H. (2010). Can policy makers listen to researchers? An application of the design experiment methodology to a local drugs policy intervention. *Policy & Politics*, 38(4): 583-598.
- Coers, M. (2002). *Benchmarking: a guide for your journey to best-practice processes*. Houston, TX: American Productivity & Quality Center.
- Edwards, M. (2001). *Social policy, public policy: from problem to practice*. Sydney: Allen and Unwin.
- Jung, T., Nutley, S., Morton. S. & Millar, A. (2010). Linking research and policy in Scotland. *Evidence & Policy*, 6(2): 213-235.
- Hammersley, M. (2013). *The myth of research-based policy & practice*. London: Sage Publications.