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Author

HAMPTON, Greg

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Narrative policy analysis and the use of the meta-narrative in participatory policy development within higher education

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Abstract

Narrative policy analysis is examined for its contribution to participatory policy development within higher education. Within narrative policy analysis the meta-narrative is developed by the policy analyst in order to find a way to bridge opposing narratives. This development can be combined with participants deliberating in a policy process, working with the meta-narrative to resolve the policy issue. The provision of a meta-narrative by the policy analyst or participants involved in a policy development process can facilitate the deliberation occurring about a counter narrative. These possibilities are examined within a policy development process occurring within a university. Meta-narratives were proposed as a means of reconciling institutionally dominant narratives of graduate attributes and disciplinary views on important aspects of these attributes. These meta-narratives paved the way for constructive engagement and discussion on the notion of graduate qualities. Although these meta-narratives were developed by a policy analyst and communicated to the academic community, individual academics and their faculties were given the opportunity to

13.7.2025

develop their own versions of the policy. I argue that the development of a meta-narrative by either the policy analyst or by the participants in a policy development process can enhance the pursuit of participatory policy development within a university. (HRK / Abstract übernommen)