

Subject Description Form

Subject Code	APSS120														
Subject Title	Introduction to Social Services in Hong Kong														
Credit Value	3														
Level	1														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Presentation - Videos - Discussions</td> <td style="text-align: center;">--</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>3. Paper (Commentary)</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and Student must pass “Seminar”, “Presentation” and “Paper” (standard of passing: D or above) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar participation	10%	--	2. Presentation - Videos - Discussions	--	40%	3. Paper (Commentary)	50%	--
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Objectives	<p>The subject aims to enable the students to:</p> <ol style="list-style-type: none"> 1. acquire basic concepts for examining issues in social services and social policies; 2. gain a basic understanding of the social service systems in Hong Kong; 3. identify some key factors affecting social service development in Hong Kong and the global community. 														
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. identify social needs, social policy, and institutions that exist to fulfill these needs in the local context; b. understand how contemporary social issues and problems have emerged and how social policies have responded; and c. investigate social questions, issues, and problems; and seek data out systematically using appropriate methods to clarify these issues and problems. 														

<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Basic concepts <ul style="list-style-type: none"> • Social problems and social needs; • Social welfare, social service and social policy; • Related values and concepts such as welfare state, equal opportunity and equity 2. Social services in Hong Kong <ul style="list-style-type: none"> • 5 major social services in Hong Kong: social welfare, education, housing, medical and health, and labour services; • Key factors affecting the development such as demographics, economic, social, political and cultural contexts. 3. Social welfare services <ul style="list-style-type: none"> • History of development; key players; categories and types of services; and current issues. 4. Education services <ul style="list-style-type: none"> • History of development; key players; categories and types of services; and current issues. 5. Housing services <ul style="list-style-type: none"> • History of development; key players; categories and types of services; and current issues. 6. Medical & health services <ul style="list-style-type: none"> • History of development; key players; categories and types of services; and current issues. 7. Labour and retirement benefits <ul style="list-style-type: none"> • History of development; key players; categories and types of services; and current issues. 8. Trends of development of social services
<p>Teaching/Learning Methodology</p>	<p>This subject consists of face-to-face lectures in which basic concepts, facts, and the history of development of the subject matters will be delivered. Students are also required to have active involvement in small groups and self-learning activities which may include seminar discussion, article readings and project work.</p> <p>Students in small groups will be requested to conduct a project studying one type of local social services. They are also required to record their presentation as videos and upload to blackboard. Students have to gain comprehensive understanding on the service through various channels and information sources that may include policy reviews, studying newspaper cuttings, organization visits, interviewing field players and service users, etc. The aim is to broaden their understanding of the respective social services as well as to gain a first-hand experience of conducting small-scale social research. In the seminar, students are required to lead small group activities/ discussion/ role play, in order to make in-depth reflection and to demonstrate their analytical ability.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)		
			a	b	c
	1. Presentation	40 %	✓	✓	✓
2. Participation	10 %	✓	✓		
3. Paper (Commentary)	50 %	✓	✓	✓	
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students forming project groups are required to do library research and collect data of contemporary social problems and needs, existing policy and service provisions of a selected social service in Hong Kong. They have to present their findings and comments in the seminars. It is thus expected that learning outcomes (a) to (c) will be achieved through the learning activities.

Each student is also requested to critically analyze others' presentations by joining online discussions. That means s/he will not just listen and receive the presentation materials passively; rather they have to play an active and critical role in raising questions related to social issues discussed. Learning outcomes (a) and (b) are expected to be achieved.

At the end of the semester, each student will be required to write an individual paper to comment on one of a presentation topic. Students can review what has been covered in the lectures and make further improvements based on the feedback from classmates and lecturers. Students are expected to reflect on their understandings of the basic concepts, as well as their learning of contemporary social problems in Hong Kong, or the format/content of in-class seminars to achieve learning outcomes (a) and (c).

Student Study Effort Expected	Class contact:	
	▪ Lectures	27 Hrs.
	▪ Seminars	12 Hrs.
	Other student study effort:	
	▪ Reading	30 Hrs.
	▪ Project work	50 Hrs.
	Total student study effort	119 Hrs.

**Reading List and
References**

Essential

- Au-Yeung, T. C., Chan, C. K. C., Ming, C. K. K., & Tsui, W. Y. A. (2024). The gig economy, platform work, and social policy: food delivery workers' occupational welfare dilemma in Hong Kong. *Journal of Social Policy*, 1–19.
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- Dalley, G. (2022) *Caring in crisis: the search for reasons and post-pandemic remedies*, UK: Palgrave Macmillan
- Fong, B.C.H. and Lui T.L., (2018) *Hong Kong 20 years after the handover: emerging social and institutional fractures after 1997*, Springer Internal Publishing
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- Peng, C., Chang, Q., Wang, J. S. H., Yeung, C. Y., & Yip, P. S. F. (2024). Patterns and determinants of multidimensional poverty and welfare interventions: Towards evidence-based poverty-alleviation policies in Hong Kong. *International Journal of Social Welfare*.
<https://doi.org/10.1111/ijsw.12648>
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- Seo, B. K., & Kim, D. (2024). THE HOUSING-WELFARE REGIME AND THIRD-SECTOR HOUSING IN HONG KONG AND SOUTH KOREA: A Historical Institutional Perspective. *International Journal of Urban and Regional Research*, 48(3), 442–462. <https://doi.org/10.1111/1468-2427.13231>
- Yu, W.K., Lo, I.P.Y. and Chau, R.C.M. (2021) Rethinking the residual policy response: Lessons from Hong Kong older women's responses to the COVID-19 pandemic, *International Social Work*, 1-13

Xia, L. L. L., Wong, M. M. C., Ma, J. L. C., & Wan, P. (2024). The family structural and socioeconomic characteristics of the family well-being of Hong Kong people. *International Journal of Social Welfare*, 33(3), 603–616. <https://doi.org/10.1111/ijsw.12627>

周永新 (2017) *創建公平和關愛社會：香港民生政策的得與失* 香港：中華書局

周永新 (編著) (2013) *社會政策的觀念和制度* 香港：中華書局。

Supplementary

李健正等 (編) (1999)。 *新社會政策*。香港：中文大學出版社。

陳錦華、李偉儀、文正華 (編) (2001)。 *執言：社會政策評論文集*。香港：香港理工大學應用社會科學系社會政策研究中心。

Government Websites

Department of Health of the HKSAR Government (<http://www.dh.gov.hk>)

Education Bureau of the HKSAR Government (<http://www.edb.gov.hk>) Hong Kong

Hospital Authority (<http://www.ha.org.hk>)

Hong Kong Housing Authority and Housing Department

(<http://www.housingauthority.gov.hk/>)

Labour Department of the HKSAR Government (<http://www.labour.gov.hk>)

Labour and Welfare Bureau of the HKSAR Government (<http://www.lwb.gov.hk>)

Social Welfare Department of the HKSAR Government (<http://www.swd.gov.hk>)

Transport and Housing Bureau of the HKSAR Government (<http://www.hb.gov.hk>)