

Subject Description Form

Subject Code	APSS3232																	
Subject Title	Social Planning and Policy Making Process																	
Credit Value	3																	
Level	3																	
Pre-requisite / Co-requisite/ Exclusion	<u>Pre-requisite:</u> APSS3230 Theories of Social Policy																	
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. In-class Quiz and Short Essay</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Group Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>3. Project Report</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>4. Lecture and Seminar Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. In-class Quiz and Short Essay	40%	--	2. Group Presentation	--	25%	3. Project Report	--	25%	4. Lecture and Seminar Participation	10%	--
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<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 all the components if he/she is to pass the subject. 																		
Objectives	<p>The subject aims to introduce students to patterns and contents of policy-making. Drawing knowledge from political science, public administration, management science, behavioral psychology, economics, and other social sciences, this subject allows students to understand the dynamic nature of social policy-making and the challenges facing decision makers as well as other actors in policy-making process. In enhancing students' competency in policy study and analysis, students are required to demonstrate their comprehension and interpretation of the major approaches, theories and techniques commonly expected in the field.</p>																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to develop the competence in:</p> <ol style="list-style-type: none"> a. enunciating the major approaches to policy-making; b. articulating the trade-offs between social and economic decision-making in formulating social policy; c. using basic tools and techniques for formulating policy-making framework; d. critical thinking, problem analysis, and communicating policy ideas to the public. 																	

Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Methodology, Theory and Contexts in Policy-Making and Analysis <ul style="list-style-type: none"> • Overview of Policy-Making • Methodological and Theoretical Approaches to Policy-Making and Analysis 2. Units in Policy-Making Analysis <ul style="list-style-type: none"> • Policy Contexts and Policy Regimes • Policy Universe, Policy Subsystems and Policy Networks 3. Policy Cycle <ul style="list-style-type: none"> • Agenda Setting • Policy Formulation and Policy Design • Policy Decision-Making: Models and Process • Policy Implementation: Theories, Styles and Instruments • Policy Evaluation and Policy Learning 4. Conclusion <ul style="list-style-type: none"> • Policy Change and Policy Dynamics 																																								
Teaching/Learning Methodology	<p>Major concepts, theories, approaches and paradigms for policy-making will be introduced in lectures. Current policy issues and real life cases will be illustrated in in-class interactive discussions. Practical student-centered and problem-based learning will be carried out in seminar. Students' competence in critical thinking, problem analysis, and interpersonal communication will be assessed and enhanced through group projects and presentations.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="443 1048 1493 1727"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. In-class Quiz and Short Essay in the format of Video Testimonial/Report/Commentary</td> <td>40%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>2. Group Presentation</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>3. Project Report</td> <td>25%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>4. Lecture and Seminar 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> </tbody> </table> <p>In-class Quiz: Students will attend an in-class quiz in which they are expected to illustrate their understanding of theories and concepts discussed in the course. The quiz will consist of a number of multiple-choice questions covering the key points emerging from course readings and lectures.</p> <p>Short Essay: Students will also write a short paper and present it in the format of Video Testimonial/Report/Commentary (within 1 minute), applying theories and concepts learned in the course to policy cases and debates.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. In-class Quiz and Short Essay in the format of Video Testimonial/Report/Commentary	40%	√	√	√	√	2. Group Presentation	25%	√	√	√	√	3. Project Report	25%	√	√	√	√	4. Lecture and Seminar Participation	10%				√	Total	100%				
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	<p>Group Presentation: Students in small groups will choose a social issue or related decision problem of a local public or nonprofit organization. They will be expected to prepare a presentation in which they will present their analysis of and provide solutions to the issues or problem that they select in seminar, and will illustrate their competence and effectiveness in public presentation and communication.</p> <p>Project Report: Students in small groups will be requested to consolidate their findings in their group presentation and to write a 5,000-word project report. They are not only expected to incorporate their findings and recommendations made in their presentations in the report, but also need to respond to the comments and questions asked in seminar.</p> <p>This exercise requests student to demonstrate their capacity for working as a team, coordinating research activities and integrating findings from individual tasks to form a unified policy document, as well as their ability of integrating feedbacks and reflections in their assignments.</p> <p>Lecture and Seminar Participation: Students will attend lectures and participate in class exercises and present their group presentation in seminar. They will be expected to contribute their ideas and opinions in seminar activities and discussion.</p>	
<p>Student Study Effort Expected</p>	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	27 Hrs.
	<ul style="list-style-type: none"> ▪ Seminars 	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Self-directed Studies and Research 	60 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation of Project Report 	20 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation of Group Presentation 	10 Hrs.
	Total student study effort	129 Hrs.
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Bardach, E. & Patashnik, E.M. (2016). <i>A Practical Guide for Policy Analysis – the Eightfold Path to More Effective Problem Solving</i> (5th ed.). Washington, D.C.: CQ Press.</p> <p>Clemen, R.T. & Reilly, T. (2014). <i>Making Hard Decisions with decision tools</i> (3rd ed.). South-Western, Cengage Learning.</p> <p>Hill, M. (2013). <i>The Public Policy Process</i>. (6th ed.). Harlow, UK: Pearson/ Longman</p> <p>Kraft, M.E. & Scott, G.B. (2015). <i>Public policy: Politics, analysis and alternatives</i> (5th ed.). Sage.</p> <p>Sabatier, P.A. & Weible, D.C.M. (Ed.). (2014). <i>Theories of the Policy Process</i> (3rd ed.) Boulder, CO: Westview Press.</p>	

Supplementary

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