

## Subject Description Form

<b>Subject Code</b>	APSS3233														
<b>Subject Title</b>	Research for Policy and Organizations														
<b>Credit Value</b>	3														
<b>Level</b>	3														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> APSS345 Social Research Methods														
<b>Assessment Methods</b>	<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. Documentary Research Assignment</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Seminar Presentation and Participation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3. Group Project</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30 %</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Documentary Research Assignment	50 %	--	2. Seminar Presentation and Participation	20 %	--	3. Group Project	--	30 %
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<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 the components if he/she is to pass the subject.</li> </ul>															
<b>Objectives</b>	The subject aims at familiarizing students with the basic research methods for gathering information for assessing social policy, civil society, and social organizations. Specifically, quantitative and qualitative methods commonly used in policy and organizational research, such as data extraction (especially from Census and government sources), trend analysis, bench marking, focus group interviews, and stakeholder analysis will be explored.														
<b>Intended Learning Outcomes</b>	Upon completion of the subject, students will develop the competence to demonstrate: <ol style="list-style-type: none"> <li>a. a basic understanding of the methods commonly used in social policy and organizational research in government and non-government institutional contexts;</li> <li>b. the ability to conduct basic social research and perform specific tasks for collecting data for policy and organizational tasks in various contexts; and</li> <li>c. the knowledge for preparing research tasks and participate in policy and organizational process and assess their consequences.</li> </ol>														

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Contexts and characteristics of policy and organizational research and process</li> <li>2. Conceptualizing research design and approaches</li> <li>3. Documentary research methods <ul style="list-style-type: none"> <li>• Using census and other published data</li> <li>• Trend analysis</li> </ul> </li> <li>4. Stakeholder analysis and focus group interview</li> <li>5. Methods for public participation and engagement</li> <li>6. Report writing, making recommendations, and communicating findings</li> </ol>																																																				
<b>Teaching/Learning Methodology</b>	<p>This subject will engage students in a variety of teaching and learning methods. Interactive lectures and workshops are delivered to enable students to acquire knowledge of common paradigms and frameworks currently embedded in understanding and practicing research for policy and organizations. Group project activities will further allow students to attain attributes, skills and experiences in conducting research including ethics, empathy, responsibility and sensitivity in implementing research activities.</p>																																																				
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="459 831 1503 1402"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Documentary Research Assignment</td> <td>50 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Seminar Presentation and Participation</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group Project</td> <td>30 %</td> <td>✓</td> <td>✓</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> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Documentary Research Assignment:</b></p> <p>Students will write a 2,000-word literature review providing basic information collected from library research on a selected topic. This will allow students to demonstrate their library research skills and their competence in conducting content analysis and drawing conclusions from their researched materials.</p> <p><b>Seminar Presentation and Participation:</b></p> <p>Students will present their research proposal on a selected policy or administrative area in seminar as assigned. They will be expected to prepare a PowerPoint presentation summarizing and identifying the key points emerging from their research for seminar discussion to illustrate their competence and effectiveness in public presentation and communication.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Documentary Research Assignment	50 %	✓	✓	✓				2. Seminar Presentation and Participation	20 %	✓	✓	✓				3. Group Project	30 %	✓	✓	✓				Total	100 %						
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	<p>Group Project:</p> <p>Students will involve in a group research project and submit a research proposal with around 3,000 words. In this exercise, students are not only expected to demonstrate their research ability but also their capacity for working as a team, coordinating research activities, and integrating findings from individual tasks to form a unified report.</p>	
<p><b>Student Study Effort Expected</b></p>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lectures</li> </ul>	18 Hrs.
	Seminars	21 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Preparation of documentary research assignment</li> </ul>	25 Hrs.
	<ul style="list-style-type: none"> <li>▪ Seminar presentation and participation</li> </ul>	25 Hrs.
	<ul style="list-style-type: none"> <li>▪ Self-directed studies: research and reading</li> </ul>	30 Hrs.
	Total student study effort	119 Hrs.
<p><b>Reading List and References</b></p>	<p><u>Essential</u></p> <p>Becker, S., &amp; Bryman, A. (Eds.). (2004). <i>Understanding research for social policy and practice: Themes, methods and approaches</i>. Bristol: The Policy Press.</p> <p>Buchanan, D. &amp; Bryman, A. (2009). <i>The SAGE handbook of organizational research methods</i>. London: SAGE.</p> <p>Haas, P.J., &amp; Springer, F. (1998). <i>Applied policy research: Concepts and cases</i>. New York: Garland Publications.</p> <p><u>Supplementary</u></p> <p>Bessant, J. W. R., Dalton, T., &amp; Smyth, P. (2005). <i>Policy talk</i>. Sydney: Allen and Unwin.</p> <p>Bickman, L., &amp; Rog, D.J. (Eds.). (2009). <i>The SAGE handbook of applied social research methods</i>. Thousand Oaks, CA: Sage.</p> <p>Coers, M. (2002). <i>Benchmarking: A guide for your journey to best-practice processes</i>. Houston, TX: American Productivity &amp; Quality Center.</p> <p>Edwards, M. (2001). <i>Social policy, public policy: From problem to practice</i>. Sydney: Allen and Unwin.</p> <p>Heaton, J. (2004). <i>Reworking qualitative data</i>. Thousand Oaks, CA: Sage.</p>	

	<p>Heck, R.H. (2004). <i>Studying educational and social policy: Theoretical concepts and research methods</i>. Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Marston, G. (2004). <i>Social policy and discourse analysis: Policy change in public housing</i>. Aldershot: Ashgate.</p> <p>McCulloch, G. (2004). <i>Documentary research in education, history, and the social sciences</i>. London; New York: Routledge Falmer.</p> <p>Productivity &amp; Quality Center. (2002). <i>Applying benchmarking skills</i>. Houston, Texas: American Productivity &amp; Quality Center.</p> <p>Scott, S. (Ed.). (2006). <i>Documentary research</i>. London: Sage.</p> <p>Stone, D., &amp; Denham, A. (Eds.). (2004). <i>Think tank traditions: Policy research and the politics of ideas</i>. Manchester; New York: Manchester University Press; New York: Palgrave.</p>
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