

## Subject Description Form

<b>Subject Code</b>	APSS4513											
<b>Subject Title</b>	Capstone Project for Practicing Social Policy and Social Entrepreneurship											
<b>Credit Value</b>	3											
<b>Level</b>	4											
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<u>Pre-requisite:</u> APSS345 Social Research Methods APSS3233 Research for Policy and Organizations											
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Seminar Presentation and Participation</td> <td style="text-align: center;">-</td> <td style="text-align: center;">30%</td> </tr> <tr> <td style="text-align: center;">2. Final Report</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">-</td> </tr> </tbody> </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 the components if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar Presentation and Participation	-	30%	2. Final Report	70%	-
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<b>Objectives</b>	<p>The subject aims to allow students to recapitulate what they have learned in the Programme and further apply their knowledge and skills in designing and conducting an independent and innovative research project under designated supervisors. They are expected to consolidate and demonstrate their capacity and competence commonly expected in their study of social policy and social entrepreneurship.</p>											
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. identify, read, and deliberate on the key international and local literature in their chosen topic and stream of study;</li> <li>b. design and engage in conducting an innovative, independent research project;</li> <li>c. link and integrate what they have learned in subjects in the Programme and put into practice their knowledge and skills in a research setting; and</li> <li>d. demonstrate the values, ethics, and professional competence, including critical thinking, problem-solving, entrepreneurship, innovation, teamwork, and communication commonly expected from graduates in social policy and social entrepreneurship.</li> </ol>											

<p><b>Subject Synopsis/ Indicative Syllabus</b></p>	<p>Under designated supervision, a student is expected to proceed to the following processes in meeting the requirements of the subject:</p> <ol style="list-style-type: none"> <li>1. identify an appropriate topic of research;</li> <li>2. conduct a literature review on the relevant topic;</li> <li>3. determine the scope and research design for conducting the project;</li> <li>4. develop a research plan including methodology for data collection and analysis;</li> <li>5. conduct data collection;</li> <li>6. discuss research limitations and biases;</li> <li>7. perform data analysis, draw conclusions, and explore implications for practicing policy making or social entrepreneurship; and</li> <li>8. write up and submit final report.</li> </ol> <p>Throughout the entire process, students are expected to consult their designated supervisors and report research progress. They are also required to present their research findings in seminars and participate in group discussions.</p>																															
<p><b>Teaching/Learning Methodology</b></p>	<p>Students enrolled in this subject are expected to work closely with their designated supervisors on their group research project. They will receive group and individual supervision through workshops and discussions which will steer them to progress throughout the entire research process. To complete the subject, students are required to submit a report of 5,000 words excluding appendix, tables, or diagrams. To foster better learning and sharing of knowledge, students will be required to make seminar presentations and engage in interactive group discussions as one of the ways for getting timely feedback.</p>																															
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="504 1339 1455 1742"> <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. Seminar Presentation and Participation</td> <td>30 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Final Report</td> <td>70 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Even though it is a group project, individual effort would be assessed as well. As such, seminar presentation is a step for students to systematically organize, report, and reflect on what they have done as a group, and a good chance to gather suggestions from other students. Individual report writing is a good evidence for demonstrating students' competence in undergoing an independent review/research.</p>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Seminar Presentation and Participation	30 %	✓	✓	✓	✓	2. Final Report	70 %	✓	✓	✓	✓	Total	100 %				
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<b>Student Study Effort Required</b>	Class contact:	
	▪ Workshop	3 Hrs.
	▪ Seminars	12 Hrs.
	▪ Individual/group supervision	24 Hrs.
	Other student study effort:	
	▪ Self-directed study and research	40 Hrs.
	▪ Preparation of seminar presentation	20 Hrs.
	▪ Report writing	30 Hrs.
	Total student study effort	129 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Anheier, H. K. (2005). <i>A dictionary of civil society, philanthropy and the non-profit sector</i>. London; New York: Routledge.</p> <p>Babbie, E. (2007). <i>The practice of social research</i>. (11th ed.). Belmont, CA: Wadsworth.</p> <p>CIVICUS (2007). <i>CIVICUS global survey of the state of civil society</i>. Bloomfield, CT: CIVICUS; Kumarian Press.</p> <p>DeLue, S. M., &amp; Dale, T. M. (2009). <i>Political thinking, political theory, and civil society</i>. New York: Pearson/Longman.</p> <p>Denzin, N. K., &amp; Lincoln, N. K. (Ed.). (1994). <i>Handbook of qualitative research</i>. London: Sage Publications.</p> <p>Geuer, R., &amp; Samir, R. (2010). <i>Complexity and public policy: A new approach to twenty-first century politics, policy and society</i>. London; New York: Routledge.</p> <p>Glesne, C. (2011). <i>Becoming qualitative researchers: An introduction</i>. Boston: Pearson.</p> <p>Hammack, D. C., &amp; Heydemann, S. (2009). <i>Globalization, philanthropy, and civil society</i>. Bloomington, IN: Indiana University Press.</p> <p>Hoggarth, L., &amp; Comfort, H. (2010). <i>A practical guide to outcome evaluation</i>. London: Jessica Kingsley.</p> <p>Jimenez, J. (2010). <i>Social policy and social change: Toward the creation of social and economic justice</i>. Los Angeles: Sage.</p> <p>Levin, B.A. (2010). <i>Writing readable research: A guide for students of social science</i>. London: Equinox.</p> <p>Lister, R. (2010). <i>Understanding theories and concepts in social policy</i>. Bristol: Policy Press.</p> <p>Midgley, J., &amp; Livermore, M. (2009). <i>The handbook of social policy</i>. Los Angeles: Sage.</p>	

Phillips, P. P., & Stawarski, C. A. (2008). *Data collection: Planning for and collecting all types of data*. San Francisco: Pfeiffer.

Poon, J.P.H., Button, K., & Nijkamp, P. (2006). *Social planning*. Cheltenham, UK: Edward Elgar.

Springer, M. L. (2010). *Project and program management: A competency-based approach*. West Lafayette: Inchor Business Books/Purdue University Press.

Tosi, H. L. (2009). *Theories of organization*. Los Angeles: Sage.

Wang, X. H. (2010). *Performance analysis for public and non-profit organizations*. Sudbury, MA: Jones and Bartlett.

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#### Supplementary

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Caddy, J. (2005). *Evaluating public participation in policy-making*. Paris: OECD.

Cheema, G. S., & Poppvski, V. (2010). *Engaging civil society: Emerging trends in democratic governance*. New York: United Nations University.

Douglass, M., Ho, K.C., & Ooi, G. L. (2008). *Globalization, the city and civil society in Pacific Asia: The social production of civic spaces*. New York; London: Routledge.

Enjolras, B., & Sivesind, K. H. (2009). *Civil society in comparative perspective*. Bingley: Emerald.

Fox, K.J. (2002). *Efficiency in the Public Sector*. New York: Kluwer Academic Publishers.

French, W.L., Bell, C.H., & Zawachi, R.A. (2005). *Organization development and transformation: Managing effective change*. Boston: McGraw-Hill.

Gunn, G. (2004). *Third-sector development: Making up for the market*. Ithaca: Cornell University Press.

Ian, G., Chris, H., & Majella, K. (2010). *Analysis and debate in social policy*. Bristol: Policy Press.

Jordan, B. (2010). *What is wrong with social policy and how to fix it?* Bristol: Polity Press.

Midgley, J., & Piachaud, D. (1984). *The fields and methods of social planning*. London: Heinemann Educational.

Owen, J. M. (2007). *Program evaluation: Forms and approaches*. New York: Guilford Press.

	<p>Robinson, J.A., Mair, J., &amp; Hockerts, K. (2009). <i>International perspectives on social entrepreneurship</i>. New York: Palgrave.</p> <p>Russ-Eft, D., &amp; Preskill, H. (2009). <i>Evaluation in organizations: A systematic approach to enhancing learning, performance, and change</i>. New York: Basic Books.</p> <p>Shambaugh IV, G. E., &amp; Weinstein, P. J. Jr. (2003). <i>The art of policy making: Tools, techniques, and processes in the modern executive branch</i>. New York: Longman.</p> <p>Thomas, C. (2009). <i>GIS for decision support and public policy making</i>. Redlands, CA: ESRI Press.</p> <p>Venis, A., Iglesias, M., Sanz, B., &amp; Saz-Carranza, A. (2006). <i>Non-profit organizations: Challenges and collaboration</i>. New York: Palgrave.</p> <p>Zimmerer, T.W., &amp; Scarborough, N.M. (2008). <i>Essentials of entrepreneurship and small business management</i>. Upper Saddle River, NJ: Prentice Hall.</p>
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