

Subject Description Form

Subject Code	APSS5200																	
Subject Title	Social Planning and the Policy Process																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<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>1. Short Essay</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Online Quiz</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Final Paper</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>4. Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">20%</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 all components (standard of passing) if he/she is to pass the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Short Essay	30%	0%	2. Online Quiz	20%	0%	3. Final Paper	0%	30%	4. Presentation	0%	20%
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Objectives	<p>The subject aims to:</p> <ol style="list-style-type: none"> 1. to allow students developing an in-depth knowledge of the major theories on policy making and policy process; 2. to provide students opportunities for developing independent, creative and critical thinking for policy formulation; 3. to enable students to assess and reflect on how best institutional and non-institutional arrangements can be remade for effective policy advocacy and social development; 4. to foster students' interpersonal skills for teamwork, communicating policy analysis to stakeholders through lectures and seminar presentations. 																	
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Identify key literature and communicate the complexities involved in comparative policy processes; b. Demonstrate the competence in using relevant frameworks for assessing and analyzing strategic policy options 																	

	<p>c. Articulate ethical and responsible policy practices;</p> <p>d. Conduct research to enhance effectiveness of the policy processes</p>																																								
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Introduction and Overview: Social Development and Social Planning 2. Social Policy and Framework for Understanding Policy Process 3. Policy Actors and Policy Context 4. Agenda-setting (I): Problem Identification 5. Agenda-setting (II): Theory and Applications 6. Policy Formulation (I): Instruments and Design 7. Policy Formulation (II): Design Thinking 8. Policy Implementation: Process and Models 9. Policy Evaluation (I): Types and Methods 10. Policy Evaluation (II): Cost-benefit Analysis 																																								
Teaching/Learning Methodology	<p>Each week the instructor will offer a two-hour lecture aimed at introducing to students key concepts, theories and practical skills for understanding social planning and policy formulation. This will be followed by a one-hour interactive discussion session. A seminar program is also in place to apply the materials presented in lectures and core readings. It will require students to engage in teamwork and collaborative exchange framed by a problem-based learning approach. Students are expected to participate in self-directed learning through their individual assignments to analyse certain aspects of the policy process.</p>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <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</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Short Essay</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>2. Online Quiz</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>2. Final Paper</td> <td>30%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Presentation</td> <td>20%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Total</td> <td>100%</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>An individual short paper of 1500 words, will require students to critically review key concepts in policy process theories, and another group research paper of 3,000 words, will see students to conduct an independent research on policy making using a major theoretical framework to highlight their research findings, and will ensure students to apply what they have learned to analyze specific problems in social planning and the policy process. Their public and interpersonal communication skills will also be enhanced through participating and presenting their research findings in seminar sessions.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Short Essay	30%	✓	✓	✓		2. Online Quiz	20%	✓	✓			2. Final Paper	30%	✓	✓	✓	✓	3. Presentation	20%	✓	✓	✓	✓	Total	100%				
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Student Study Effort Expected	Class contact:	
	▪ Lectures	30 Hrs.
	▪ Seminar	9 Hrs.
	Other student study effort:	
	▪ Self-directed studies	38 Hrs.
	▪ Preparation for short essays	14 Hrs.
	▪ Preparation for presentation	10 Hrs.
	▪ Preparation for policy memorandum	20 Hrs.
	Total student study effort	118 Hrs.
Reading List and References	<p>Baldock, J. (2011). Social policy, social welfare, and the welfare state. In J. Baldock, L. Mitton, N. Manning, & S. Vickerstaff (Eds.), <i>Social Policy</i> (4th ed., pp. 7-26). Oxford University Press.</p> <p>Baumgartner, F. R., Jones, B. D., & Mortensen, P. B. (2018). Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking. In P. A. Sabatier & C. M. Weible (Eds.), <i>Theories of the policy process</i> (4th ed., pp. 55-102). Westview Press.</p> <p>Cairney, P. (2019). <i>Understanding public policy: theories and issues</i> (2nd ed.). Bloomsbury Publishing.</p> <p>Duncan, S. (2007). What's the problem with teenage parents? And what's the problem with policy?. <i>Critical social policy</i>, 27(3), 307-334.</p> <p>Dunn, W. N. (2018). <i>Public policy analysis: An integrated approach</i> (6th ed.). Routledge.</p> <p>Hanberger, A. (2001). What is the policy problem? Methodological challenges in policy evaluation. <i>Evaluation</i>, 7(1), 45-62.</p> <p>Hasenfeld, Y., & Brock, T. (1991). Implementation of social policy revisited. <i>Administration & Society</i>, 22(4), 451-479.</p> <p>Herweg, N., & Zahariadis, N. Z., Reimut. (2018). The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications. In P. A. Sabatier & C. M. Weible (Eds.), <i>Theories of the policy process</i> (4th ed., pp. 17-54). Westview Press.</p> <p>Howlett, M., Ramesh, R., & Perl, A. (2020). <i>Studying public policy: principles and processes</i>. Oxford University Press.</p> <p>Kahneman, D., & Sugden, R. (2005). Experienced utility as a standard of policy evaluation. <i>Environmental and resource economics</i>, 32(1), 161-181.</p> <p>Knill, C., & Tosun, J. (2020). <i>Public policy: A new introduction</i> (2nd ed.). Bloomsbury Publishing.</p>	

	<p>Midgley, J. (2014). <i>Social development: Theory and practice</i>. Sage.</p> <p>Miller, H. T., & Demir, T. (2007). Policy Communities. In F. Fischer, G. J. Miller, & M. S. Sidney (Eds.), <i>Handbook of public policy analysis: theory, politics, and methods</i> (pp. 137-148). Routledge.</p> <p>Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. <i>Australian Journal of Public Administration</i>, 75(3), 391-402.</p> <p>Sanderson, I. (2000). Evaluation in complex policy systems. <i>Evaluation</i>, 6(4), 433-454.</p> <p>Schwartz, A. F., & Meltzer, R. (2019). <i>Policy Analysis as Problem Solving: A Flexible and Evidence-based Framework</i>. Taylor & Francis.</p>
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