

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%;"> <tr> <th>100% Continuous Assessment</th><th>Individual Assessment</th><th>Group Assessment</th></tr> <tr> <td>1. Pre-class exercises</td><td>10%</td><td>0%</td></tr> <tr> <td>2. Video</td><td>20%</td><td>0%</td></tr> <tr> <td>3. Quiz</td><td>20%</td><td>0%</td></tr> <tr> <td>4. Group presentation</td><td>0%</td><td>20%</td></tr> <tr> <td>5. Final paper</td><td>0%</td><td>20%</td></tr> <tr> <td>6. Class participation</td><td>10%</td><td>0%</td></tr> </table> ▪ 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. Pre-class exercises	10%	0%	2. Video	20%	0%	3. Quiz	20%	0%	4. Group presentation	0%	20%	5. Final paper	0%	20%	6. Class participation	10%	0%
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Objectives	The subject aims to: - to allow students to develop an in-depth knowledge of the major theories of policymaking and the policy process; - to provide students with opportunities to develop independent, creative, and critical thinking for policy formulation; - to enable students to assess and reflect on how to make institutional and non-institutional arrangements for effective policy advocacy and social development; - to foster students' interpersonal skills for teamwork, communicating policy analysis to stakeholders through lectures and seminar presentations.																					
Intended Learning	Upon completion of the subject, students will be able to: Identify key literature and communicate the complexities involved in																					

Outcomes	comparative policy processes; b. Demonstrate the competence in using relevant frameworks for assessing and analyzing strategic policy options c. Articulate ethical and responsible policy practices; d. Conduct research to enhance the effectiveness of the policy process; e. <i>Demonstrate a higher level of critical thinking, creativity, and commitment to continual learning in social policy and social development</i>																																																			
Subject Synopsis/ Indicative Syllabus	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	Each week the instructor will offer a 1.5-hour lecture aimed at introducing students to key concepts, theories and practical skills for understanding social planning and policy formulation. This will be followed by a 1.5-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.																																																			
Assessment Methods in Alignment with Intended Learning Outcomes	<table><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><tr><td>1. Pre-class assignments</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Video</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Quiz</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4.Group presentation</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>5. Term paper</td><td>20%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>6. Class participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Pre-class assignments	10%	✓	✓	✓	✓	2. Video	20%	✓	✓	✓	✓	3. Quiz	20%	✓	✓	✓	✓	4.Group presentation	20%	✓	✓	✓	✓	5. Term paper	20%	✓	✓	✓	✓	6. Class participation	10%	✓	✓	✓	✓
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	Total	100%	
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Pre-class assignments are created to partially flip the classroom. The intention is to get students familiar with certain key concepts before class and, hence, be ready for in-depth discussions in class. Students will be asked to complete short quizzes on Blackboard and annotate the assigned articles on Perusall before each class. An individual video (6 minutes) requires students to discuss a contemporary social issue in or outside Hong Kong. The video should identify the chosen social problem, policies that have been implemented to tackle it, and the results and their impacts. The in-class quiz tests students' understanding and application of the course material. The final paper and group presentation require students to conduct independent research on social problems and policy making, using a major theoretical framework to highlight their research findings. The group assignment ensures that students apply what they have learned to analyse specific problems in social planning and the policy process. Their public and interpersonal communication skills will also be enhanced through presenting their research findings in group presentations. Students' participation in class, including contributing comments and engaging in group discussions, will count toward the final grade. This aims to foster higher levels of critical thinking and a stronger commitment to learning in social policy and social planning		
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	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. 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. Cairney, P. (2019). <i>Understanding public policy: theories and issues</i> (2nd ed.). Bloomsbury Publishing. 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. Dunn, W. N. (2018). <i>Public policy analysis: An integrated approach</i> (6th ed.). Routledge. Dutton, W.H., and Peltu, M. (2009). The new politics of the Internet: Multi-stakeholder Policy-Making and the Internet Technocracy. In Chadwick, A. and Howard, P.N., (Eds.), <i>Routledge handbook of internet politics</i>, pp. 384-400. London; New York: Routledge. Hanberger, A. (2001). What is the policy problem? Methodological challenges in policy evaluation. <i>Evaluation</i>, 7(1), 45-62. Hasenfeld, Y., & Brock, T. (1991). Implementation of social policy revisited. <i>Administration & Society</i>, 22(4), 451-479. 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. Howlett, M., Ramesh, R., & Perl, A. (2020). <i>Studying public policy: principles and processes</i>. Oxford University Press. Kahneman, D., & Sugden, R. (2005). Experienced utility as a standard of policy evaluation. <i>Environmental and resource economics</i>, 32(1), 161-181. Knill, C., & Tosun, J. (2020). <i>Public policy: A new introduction</i> (2nd ed.). Bloomsbury Publishing. Midgley, J. (2014). <i>Social development: Theory and practice</i>. Sage. 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. Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. <i>Australian Journal of Public Administration</i>, 75(3), 391-402. Petchey, R., Williams, J. and Carter, Y.H. (2008). From street-level bureaucrats to street-level policy entrepreneurs? Central policy and local action in lottery-funded community cancer care. <i>Social Policy and Administration</i>, 42(1): 59-76. Sabatier, P.A. et.al. (Eds.) (2014). <i>Theories of the policy process</i>. Third Edition. Boulder, CO: Westview Press. Chapters 2 (Multiple stream) and 6 (ACF).
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	Sanderson, I. (2000). Evaluation in complex policy systems. <i>Evaluation</i>, 6(4), 433-454. Schwartz, A. F., & Meltzer, R. (2019). <i>Policy Analysis as Problem Solving: A Flexible and Evidence-based Framework</i>. Taylor & Francis. Weible, C.M., Heikkila, T., deLeon, P. & Sabatier, P.A. (2012). Understanding and influencing the policy process, <i>Policy Science</i> 45:1–21. Zhou, Lingxiao. (2024). Algorithmic policing: The datafication and categorization of everyday life in China's pandemic technogovernance. <i>New Media & Society</i>, 27(12): 6657-6674.
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