Subject Description Form

Subject Code	APSS5205
Subject Title	Social Policy Evaluation
Credit Value	3
Level	5
Pre-requisite / Co-requisite/ Exclusion	Nil

Assessment Methods

100% Continuous Assessment	Individual Assessment	Group Assessment
1. Op-Ed Critique	30%	-
2. Evaluation Plan	-	40%
3. Presentation of Evaluation Plan	10%	10%
4. Attendance & Participation	10%	-

- 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 (at least Grade D) if he/she is to pass the subject.

Objectives

This subject assumes that policy-makers, program planners and managers and others working in policy studies, human and community services, and social and community development will need to perform and have the capability to do the following:

1. Define expected policy performance in organizational and social service programmes and establish clear, outcome-oriented objectives to deliver results;

2. Assess policy performance and outcomes of organizational and social service programme in relation to their specific expectation and actual performance variation;

	3. Stimulate improvements, or maintain high level of policy performance and outcomes in organizational and social service programme performance;
	4. Communicate credibly the value of the policy embedded in activities and programmes carried out by organizations.
	Evaluation activities provide the information required to achieve these tasks. This subject offers an introduction to the concepts and skills which form the basis of policy evaluation via an applied, action-learning model. It provides students with the confidence, basic knowledge, critical skills and ability to plan and conduct evaluations on social policy.
	A priority of the subject is to equip students with skills and knowledge that will prepare them to work as practitioners. A central component of the subject will be the preparation and completion of evaluation activities associated with a selected social policy.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Determine appropriate approaches for evaluating social policy b. Design and prepare a feasible policy evaluation c. Manage and/or conduct a policy evaluation d. Report and communicate effectively evaluation findings e. Appreciate the responsibility and ethical considerations inherited in conducting social policy evaluation
Subject Synopsis/ Indicative Syllabus	**1. Introduction** • What is policy evaluation and why conducting evaluation? • Forms of policy evaluation and approaches: process and impact evaluation, evidence-based and opinion-based evaluation **2. Theoretical foundation of policy evaluation: program logic, policy process and policy analysis** **3. Methodological foundation of policy evaluation: research design, methodology and ethical considerations** • Designing policy evaluation: stakeholders analysis, quantitative and qualitative approaches, and multi- or mixed methods; • Ethical consideration: transparency, inclusion/participation, confidentiality, use of information, drawing recommendation and providing feedback **4. Designing and planning policy evaluation**

	• Scoping: aims, objectives, availability of resources, budgeting, timeline • Literature review and baseline data • Developing evaluation questions • Planning for data collection: data requirement, data sources, selecting informants, methods and instruments for data collection • Strategies for data analysis • Communication of findings **5. Implementing evaluation plan** • Training requirements • Developing baseline data using documentary research • Bench marking and best practices • Identifying major stakeholder groups • Operationalizing evaluation questions: development of indicators and measurements • Fieldwork management plan **6. Data collection: Methods for engaging community and policy makers** • Using Focus Groups • The value of conducting in-depth interviews • Consulting policy makers • Public survey as community engagement: strength and limitations **7. Data analysis** • Quantitative analysis: data description, assessing relationships and statistical analysis • Qualitative analysis: intra-case and cross-case analysis, data reduction, data display, drawing conclusion and verification • Evaluative framework reviewed **8. Communicating findings** • Purpose and objectives • Summarizing findings • Communicating conclusions • Consideration of style and language **9. Reflecting on policy evaluation: issues and challenges** • Professional standards and ethics • Role of evaluator and training issues • Policy monitoring, evaluation and policy enhancement • Trends and challenges in policy evaluation
Teaching/Learning Methodology	Students enrolled in this subject will be expected to engage in a variety of teaching and learning methods. Interactive lectures and workshops designed to familiarize students with the common paradigms and frameworks for policy

evaluation will ensure students the necessary background in understanding and practicing social policy research. Group project activities will further enable students to acquire practical knowledge, skills and specific techniques commonly employed for conducting social policy research. Through these practical experiences, students will develop empathy, responsibility and sensitivity when performing social policy research activities professionally.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				
			a	b	c	d	e
	1. Op-Ed Critique	30%	✓	✓	✓		
	2. Evaluation Plan	40%	✓	✓	✓	✓	✓
	3. Presentation of Evaluation Plan	20%	✓	✓	✓	✓	
	4. Attendance and participation	10%		✓	✓	✓	✓
	Total	100%					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Competence in determining appropriate approaches for evaluating social policy: the evaluation workbook exercise is designed to familiarize students with the basic understanding of the steps in planning for different approaches of policy research. Students are expected to select a social policy of their own choice to complete the workbook before proceeding to developing their evaluation plan.

2. Competence in designing and prepare a feasible policy evaluation: students are required to submit an evaluation plan that details the background, purposes, stakeholders, methods, sample, instrumentation, and limitations of their proposed evaluation on a social policy proposed as one of their major assessment components.

3. Competence in managing and/or conduct a policy evaluation: in preparing their social policy evaluation plan, students are expected to explain the logistics, timeline, budget and communication plan to demonstrate if their evaluation plan is practical and feasible.

4. Ability for reporting and communicating effectively evaluation findings: in-class workshops and interactive discussions as well as seminar presentation will allow students to explore ways for interpreting and generalizing their

evaluation rationale, reliability and validity of their design and findings clearly.

5. Appreciation of the responsibility and ethical considerations inherited in conducting social policy evaluation: in preparing their policy evaluation plans, students responsible for various aspects of data collection, analysis and reporting will be required to discuss how the potential tensions, complexities and ethical dilemmas involved in the evaluation process could be resolved. The relevance and urgency of these matters should enable students to appreciate more realistically and more in-depth their role and social responsibility as practitioner in the field. This should also inspire students actively to engage in further enquiry and other life-long learning activities.

Student Study Effort Expected	**Class contact:**	
	▪ Lecture and workshop	24 Hrs.
	▪ Seminar presentation and discussion	15 Hrs.
	Other student study effort:	
	▪ Self-directed Study	45 Hrs.
	▪ Preparation of Work Book Exercise	15 Hrs.
	▪ Preparation of Evaluation Plan	10 Hrs.
	▪ Preparation of Seminar Presentation	15 Hrs.
	Total student study effort	124 Hrs.

Medium of Instruction	English

Medium of Assessment	English

Reading List and References	Essential Greve, B. (2017). Handbook of Social Policy Evaluation. Cheltenham, UK: Edward Elgar. Davies, H. et al. (2000). *What works? Evidence-based policy and practice in public services*. Bristol: Policy Press. Mok, K.H. and Lau, K.W. (eds.) 2014. Managing Social Change and Social Policy in Greater China: Welfare Regimes in Transition, London: Routledge.

	Supplementary Eigenmann, R. (Ed.) (2001). *Performance evaluation and benchmarking with realistic applications*. Cambridge, Mass.: MIT Press, Mark, M.M., Henry, G.T., Julnes, G. & Henry, G. (2000). *Evaluation: An integrated framework for understanding, guiding, and improving policies and programs.* San Francisco, CA: Jossey-Bass. Nagel, S.S. (Eds.) (2002). *Policy evaluation: Beyond the cutting edge.* Huntington, N.Y.: Nova Science Publishers.