

Subject Description Form

Subject Code	APSS5206														
Subject Title	Social Impact Assessment														
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: 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. Attendance and participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Presentation of assigned tasks</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Final report</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">30%</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. Attendance and participation	10%	0%	2. Presentation of assigned tasks	20%	20%	3. Final report	20%	30%
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Objectives	<p>This subject aims to introduce the basic theoretical and methodological framework involved in assessing social impacts. Students are expected to learn the most commonly used techniques and develop the necessary competence in impact assessment by undertaking a group project designed to simulate a professional impact assessment experience.</p> <p>The subject intends to prepare students to develop the following:</p> <p>Professional Attributes</p> <ul style="list-style-type: none"> • Capacity in participating effectively in assessing social impacts emanating from development projects • Professional competence in planning and conducting social impact assessment • Expertise in and knowledge of tools and instruments for assessing community and individual needs among members in project affected areas • Ability in developing mitigation options in responding to development impacts <p>Personal Attributes</p> <ul style="list-style-type: none"> • Higher level of critical thinking and capacity for creative social investigation • Maturity and sophistication in making incisive judgment on mitigating adverse social impacts • Effective communication skills in community engagement • Appreciation ethical practices in public engagement in assessing social impacts 														

Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Articulate critically the theoretical and methodological foundations of social impact assessment (SIA) Participate professionally as practitioners of SIA Make independent, creative and expert decisions for selecting specific techniques for data collection and public engagement Perform as a team in designing, executing, managing and completing an SIA and to interpret and communicate professionally and ethically the findings and recommendations ensue
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Introduction and Overview: <ul style="list-style-type: none"> What is SIA SIA and the Planning Process The Role of SIA SIA, SA (Social Assessment), SEIA (Social Economic Impact Assessment) and SIR (Social Impact Review) Theoretical and Methodological Basis of SIA <ul style="list-style-type: none"> Rational Model Bounded Rationality Principle of Pareto Optimality Dynamic System Model Comparative Diachronic Model Principles of SIA Domain Assumptions and Conceptions of SIA Practices Processes of SIA <ul style="list-style-type: none"> Scoping Profiling Identification of Issues Projection Assessment of Impacts Mitigation Recommendations Identifying Social Impacts: Delphi Technique <ul style="list-style-type: none"> History of Delphi Technique Using Delphi Technique Strengths and Limitations Implementation and Analysis Identifying Social Impacts: Nominal Group Technique <ul style="list-style-type: none"> Origin of Nominal Group Technique (NGT) Public Consultation and Community Engagement Role of NGT Designing NGT for Public Forum Facilitating NGT Guarding Biases and Limitations Interpreting Information Identifying Social Impacts: Community Survey <ul style="list-style-type: none"> Survey Design Sampling

	<ul style="list-style-type: none"> • Developing Survey Questions • Pilot Testing • Implementing Survey • Data Analysis <p>7. Cross Impact Analysis</p> <ul style="list-style-type: none"> • Cross Impacts, Chain Impacts, Compounded Impacts and Accumulated Impacts • Constructing Cross Impact Matrices • Analyzing Cross Impact Matrices • Drawing Conclusions <p>8. Relevant Impact Tree</p> <ul style="list-style-type: none"> • Considering Impact Sequences • Using the Tree Concept • Constructing Impact Tree • Advantages and Limitations <p>9. Scenario Generation</p> <ul style="list-style-type: none"> • What is a Scenario • The Use of Scenario in Assessing Social Impacts • Developing Scenario • Analyzing Scenario • Comparing Scenarios <p>10. Evaluating Social Impacts</p> <ul style="list-style-type: none"> • The Concept of Social Well Being • Evaluating Social Well Being and Social Impacts • Procedure of evaluating social impacts • Criteria for evaluative categories/levels <p>11. Working Out Mitigation</p> <ul style="list-style-type: none"> • Objectives of Mitigation • Hierarchy of Mitigation Strategies • Developing Mitigation Strategies • Good Practice in Impact Mitigation • Mitigation Criteria <p>12. Communicating Findings and Making Recommendations</p> <ul style="list-style-type: none"> • Making Recommendations • Monitoring Social Impacts • Impact Management • The Politics of SIA • Feasibility, Practicability and Effectiveness •
<p>Teaching/Learning Methodology</p>	<p>This subject will employ a variety of teaching and learning methods. Interactive lectures integrated with workshops will ensure students to become conversant with the necessary theoretical framework and background and techniques for preparing and implementing social impact assessment. Supervised group project activities will further enable participating students to put into practice the knowledge, skills and specific techniques commonly used in carrying out social impact assessment. Seminar presentations will allow students to exchange their practical experiences and learn from one another the strength and pitfalls of performing assessment tasks. Students thus will be expected to</p>

	develop real experiences and understanding of the complexities and professionalism involved in implementing social impact assessment. As well, they will also learn about balancing team work and leadership, problem solving and ethics in order to become a responsible, sensitive and empathetic practitioner in the field.																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="435 356 1458 792"> <thead> <tr> <th data-bbox="435 356 890 456" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="890 356 1042 456" rowspan="2">% weighting</th> <th colspan="4" data-bbox="1042 356 1458 456">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="1042 456 1145 524">a</th> <th data-bbox="1145 456 1249 524">b</th> <th data-bbox="1249 456 1353 524">c</th> <th data-bbox="1353 456 1458 524">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 524 890 591">1. Attendance and participation</td> <td data-bbox="890 524 1042 591">10%</td> <td data-bbox="1042 524 1145 591">✓</td> <td data-bbox="1145 524 1249 591">✓</td> <td data-bbox="1249 524 1353 591"></td> <td data-bbox="1353 524 1458 591">✓</td> </tr> <tr> <td data-bbox="435 591 890 658">2. Presentation of assigned tasks</td> <td data-bbox="890 591 1042 658">40%</td> <td data-bbox="1042 591 1145 658">✓</td> <td data-bbox="1145 591 1249 658">✓</td> <td data-bbox="1249 591 1353 658">✓</td> <td data-bbox="1353 591 1458 658">✓</td> </tr> <tr> <td data-bbox="435 658 890 725">3. Final report</td> <td data-bbox="890 658 1042 725">50%</td> <td data-bbox="1042 658 1145 725">✓</td> <td data-bbox="1145 658 1249 725">✓</td> <td data-bbox="1249 658 1353 725">✓</td> <td data-bbox="1353 658 1458 725">✓</td> </tr> <tr> <td data-bbox="435 725 890 792">Total</td> <td data-bbox="890 725 1042 792">100 %</td> <td colspan="4" data-bbox="1042 725 1458 792"></td> </tr> </tbody> </table> <p data-bbox="435 808 1458 875">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="435 891 1458 1093">In order to gain knowledge and competence in conducting social impact assessment, students' attendance and active participation in weekly interactive lectures and workshops are not only compulsory but graded by their performance in the various tasks to which they are assigned to complete. They will be also required to present interim reports on their group project in class before they complete a written final report on their social impact assessment project at the end of the semester.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Attendance and participation	10%	✓	✓		✓	2. Presentation of assigned tasks	40%	✓	✓	✓	✓	3. Final report	50%	✓	✓	✓	✓	Total	100 %				
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Student Study Effort Expected	Class contact:																																						
▪ Lecture and workshop				39 Hrs.																																			
Other student study effort:																																							
▪ Self-directed studies				22 Hrs.																																			
▪ Preparation of assigned tasks				20 Hrs.																																			
▪ Preparation of group final report				25 Hrs.																																			
▪ Fieldwork				15 Hrs.																																			
Total student study effort				121 Hrs.																																			

Reading List and References

Essential

- Arce-Gomez, A., Donovan, J.D., & Bedggood, R.E. (2015). Social impact assessments: Developing a consolidated conceptual framework, *Environmental Impact Assessment Review*, 50: 85–94.
- Barrow, C.J. (2000). *Social impact assessment: An introduction*. London: Hodder Arnold.
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Supplementary

- Adler, M., & Ziglio, E. (1996). *Gazing into the oracle: The Delphi method and its application to social policy and public health*. London; Bristol, PA: Jessica Kingsley Publishers.
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- Vanclay, F., Baines, J., & Taylor, C.N. (2013). *Principles for ethical research involving*

	<p>humans: ethical professional practice in impact Assessment Part I. <i>Impact Assessment and Project Appraisal</i>, 31(4), 243-253.</p> <p>Vanclay, F., & the International Association for Impact Assessment (IAIA) (2003). International principles for social impact assessment. <i>Impact Assessment and Project Appraisal</i>, 21(1): 5-11.</p> <p>Witkin, B. R., & Altschuld, J. W. (1995). <i>Planning and conducting needs assessments: A practical guide</i>. Thousand Oaks, CA: Sage Publications. (pp.193-201).</p> <p>Wong, C.H.M., & Ho, W.C (2015). Roles of social impact assessment practitioners. <i>Environmental Impact Assessment Review</i>, 50:124–133.</p> <p>Zglio, E. (1966). The Delphi method and its contribution to decision-making. In Adler, M. and Zglio, E. (Eds.), <i>Gazing into the oracle: The Delphi method and its application to social policy and public health</i> (pp.3-33). London: Jessica Kingsley Publishers.</p>
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