

### Subject Description Form

<b>Subject Code</b>	APSS465		
<b>Subject Title</b>	Capstone Project for Practicing Social Policy and Administration		
<b>Credit Value</b>	3		
<b>Level</b>	4		
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Pre-requisite: APSS345 Social Research Methods, <u>APSS32206 Research for Policy and Administration</u> <del>All</del> stream core subjects		
<b>Minimum Pass Grade</b>	D		
<b>Assessment Methods</b>	100% Continuous Assessment	Individual Assessment	Group Assessment
	<del>1. Workshop participation</del>	20%	—
	<del>2. Project Seminar Presentation and Participation</del>	30%	<del>30%</del>
	<del>3. Final Project Report</del>	<del>70%</del>	50%
<b>Objectives</b>	The subject aims to allow students in the BASPA Programme 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 <del>respective stream of study in</del> social policy and planning, administration and management, <del>and civil society and non-profit organization.</del>		
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <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</li> </ol>		

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Last updated in July 2016

APSS465- / for the academic year of ~~2012-13~~

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	critical thinking, problem-solving, entrepreneurship, innovation, teamwork, and communication commonly expected from graduates in social policy and administration.																
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<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 within the selected <del>of</del>-stream of study;</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 -administration; 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 <u>report/submit research progress-logbooks or reports</u>. -They are also required to present their research <del>progress and findings</del> <u>in seminars and participate in group discussions</u><del>in seminars scheduled throughout the semester.</del></p>																
<b>Teaching/Learning Methodology</b>  <i>(Note 3)</i>	<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 <u>65,000</u> 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>																
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1"> <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> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d						
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		a	b	c	d												

(Note 4)	1. <del>Seminar</del> Seminar Presentation and <del>Discussions</del> Participation	30 %	✓	✓	✓	✓
	2. Final <del>R</del> Report	<del>75</del> 0 %	✓	✓	✓	✓
	<del>3. Workshop</del> Participation	<del>20</del> %	✗	✗	✗	✗
	Total	100 %				

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

Even though it is a group project, individual effort would be assessed as well throughout the process. ~~As such participation in preparing and conducting the research/review, and in report writing would be assessed. Their participation in report back session would also be counted. seminar~~ Report presentation is a further step for students to systematically organize, report, and reflect on what they have done as a group, and a good chance to gather good suggestions from other students. Individual Rreport writing is a good evidence for demonstrating students' competence in undergoing an independent review/research/review.

<b>Student Study Effort Required</b>	Class contact:	
	▪ Workshops	<del>123</del> Hrs.
	▪ <del>Seminars</del> Seminar presentation	12 Hrs.
	▪ Individual/group supervision	<del>2024</del> Hrs.
	Other student study effort:	
	▪ Self-directed study <u>and research</u>	40 Hrs.
	▪ Preparation of seminar presentation	<del>24</del> 0 Hrs.
	▪ Report writing	<del>23</del> 0 Hrs.
Total student study effort	<del>12934</del> Hrs.	

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<b>Medium of Instruction</b>	English
<b>Medium of Assessment</b>	English
<b>Reading List and References</b>	<u>Essential</u> Anheier, H. K. (2005). <i>A dictionary of civil society, philanthropy and the non-profit sector</i> . London; New York: Routledge.

格式化: 靠左, 右: 0.02 公分, 定位停駐點: 26.25 字元, 左 + 不在 41.63 字元

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- Levin, B.A. (2010). *Writing readable research: A guide for students of social science*. London: Equinox.
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- Phillips, P. P., & Stawarski, C. A. (2008). *Data collection: Planning for and collecting all types of data*. San Francisco: Pfeiffer.
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- 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.

Ward, T. J. (2005). *Development, social justice, and civil society: An introduction to the political economy of NGOs*. St Paul, MI: Paragon House.

#### Supplementary

Borzaga, C., & Defourny, J. (2001). *The emergence of social enterprise*. New York; London: Routledge.

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

Cheema, G. S., & Poppovski, 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.

Robinson, J.A., Mair, J., & Hockerts, K. (2009). *International perspectives on social entrepreneurship*. New York: Palgrave.

Russ-Eft, D., & Preskill, H. (2009). *Evaluation in organizations: A systematic*

	<p><i>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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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.