

## Subject Description Form

<b>Subject Code</b>	APSS5200														
<b>Subject Title</b>	Social Planning and the Policy Process														
<b>Credit Value</b>	3														
<b>Level</b>	5														
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil														
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">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;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Seminar Presentation</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Final Paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ The grade is calculated according to the percentage assigned;</li> <li>▪ The completion and submission of all component assignments are required for passing the subject; and</li> <li>▪ Student must pass all components (standard of passing) if he/she is to pass the subject.</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Short essay	25%	0%	2. Seminar Presentation	25%	0%	3. Final Paper	50%	0%
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<b>Objectives</b>	<p>The subject aims to:</p> <ol style="list-style-type: none"> <li>1. to allow students developing an in-depth knowledge of the major theories on policy making and policy process;</li> <li>2. to provide students opportunities for developing independent, creative and critical thinking for policy formulation;</li> <li>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;</li> <li>4. to foster students' interpersonal skills for teamwork, communicating policy analysis to stakeholders through lectures and seminar presentations.</li> </ol>														
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Identify key literature and communicate the complexities involved in comparative policy processes;</li> <li>b. Demonstrate the competence in using relevant frameworks for assessing and analyzing strategic policy options</li> <li>c. Articulate ethical and responsible policy practices;</li> </ol>														

	d. Conduct research to enhance effectiveness of the policy processes																																		
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Introduction: Frameworks for Understanding Policy Process</li> <li>2. Social Development, Social Planning and Policy Making Process</li> <li>3. Understanding Policy Community</li> <li>4. Policy Dynamics 1: Agenda Setting</li> <li>5. Policy Dynamics 2: Policy Design, Tools and Advocacy</li> <li>6. Policy Discourse, Narrative and New Technology</li> <li>7. Influencing Policy: Activism and Policy Changes</li> <li>8. Negotiating Social Policy and the Policy Process: Lessons for Social Planning</li> </ol>																																		
<b>Teaching/Learning Methodology</b>	<p>Each week the subject will offer a two-hour lecture aiming to introduce to students key concepts, theories and practical skills for understanding how social planning and policy formulation is commonly expected in democratic economies. This will be followed by a one-hour interactive discussion session. Moreover, a seminar program is also in place to allow students to assimilate the materials presented in lectures and core readings. It will require students to engage in team work and collaborative exchange framed by a problem-based learning approach. Students are expected to participate in self-directed learning through their individual assignment to analyze certain aspects of policy process.</p>																																		
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<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>25%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>2. Seminar presentation</td> <td>25%</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. Final paper</td> <td>50%</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><b>Total</b></td> <td><b>100%</b></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>One short paper of 1,000 words, will require students to critically review two major policy process theories, and another 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	25%	✓	✓			2. Seminar presentation	25%	✓	✓	✓	✓	3. Final paper	50%	✓	✓	✓	✓	<b>Total</b>	<b>100%</b>				
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<b>Student Study Effort Expected</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>▪ Lectures</td> <td style="text-align: center;">39 Hrs.</td> </tr> </table>	Class contact:		▪ Lectures	39 Hrs.																														
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	Other student study effort:	
	▪ Self-directed studies	40 Hrs.
	▪ Preparation for short essay	10 Hrs.
	▪ Preparation for seminar presentation	15 Hrs.
	▪ Preparation for final paper	20 Hrs.
	Total student study effort	124 Hrs.
<b>Medium of Instruction</b>	English	
<b>Medium of Assessment</b>	English	
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Araral, E., Fritzen, S., Howlett, M., Ramesh, M. &amp; Wu, X. (2013). <i>Routledge handbook of public policy</i>. New York: Routledge.</p> <p>Birkland, T.A. (2011). <i>An introduction to the policy process: Theories, concepts, and models of public policy making</i> (3<sup>rd</sup> Ed). Armonk, NY: M.E. Sharpe.</p> <p>Dean, H. (2012). <i>Social policy</i>. Cambridge: Polity Press.</p> <p>Dwyer, P. &amp; Shaw, S.M.I. (2013). <i>An introduction to social policy</i>. Sage Publications.</p> <p>Glasby, J. (Ed.) (2011). <i>Evidence, policy and practice: Critical perspectives in health and social care</i>. Bristol: The Policy Press.</p> <p>Hill, M. (2013). <i>The public policy process</i> (6<sup>th</sup> Ed.). Harlow, UK: Pearson/Longman.</p> <p>Hudson, J. &amp; Lowe, S. (2009). <i>Understanding the policy process: Analysing welfare policy and practice</i> (2<sup>nd</sup> Ed.). Bristol: The Policy Press.</p> <p>Poon, J.P.H., Button, K. &amp; Nijkamp, P. (Eds.) (2005). <i>Social planning</i>. Cheltenham, UK; Northampton, MA: Edward Elgar.</p> <p>Sabatier, P.A., and Weibo, C.M. (Eds.) (2014). <i>Theories of the policy process</i>. Boulder, CO: Westview Press.</p> <p>Wu, X., Ramesh, M., Howlett, M. &amp; Fritzen, S.A. (2010). <i>The public policy primer: Managing the policy process</i>. New York: Routledge.</p> <p><u>Supplementary</u></p> <p>Bochel, H. &amp; Daly, G. (Eds.) (2014). <i>Social policy</i> (3<sup>rd</sup> Edition). New York: Routledge.</p> <p>Beland, D. (2010). <i>What is social policy? Understanding the welfare state</i>.</p>	

	<p>Cambridge: Polity Press.</p> <p>Bochel, H. &amp; Duncan, S. (Eds.) (2007). <i>Making policy in theory and practice</i>. Bristol: The Policy Press.</p> <p>Bogenschneider, K., &amp; Corbett, T.J. (2010). <i>Evidence-based policymaking: Insights from policy-minded researchers and research-minded policymakers</i>. New York: Routledge.</p> <p>Budd, L., Charlesworth, J. &amp; Paton, R. (Eds.) (2006). <i>Making policy happen</i>. London and New York: Routledge.</p> <p>Bryce, H.J. (2012). <i>Players in the public policy process nonprofits as social capital and agents</i> (2<sup>nd</sup> Edition). New York: Palgrave Macmillan.</p> <p>Cheung, P.T.Y. (2011). Civic engagement in the policy process in Hong Kong: Change and continuity. <i>Public Administration and Development</i>, 31(2): 113-121.</p> <p>Chin, Y.C. (2011). Policy process, policy learning, and the role of the provincial media in China. <i>Media, culture and society</i>, 33(2), p.193-210.</p> <p>Gladwell, M. (2000). <i>The tipping point: How little things can make a big difference</i>. Boston: Little Brown and Company.</p> <p>Hill, M., and Irving, Z. (2009). <i>Understanding social policy</i> (8<sup>th</sup> Ed.). Chichester: Wiley-Blackwell,</p> <p>Kennedy, P. (2013). <i>Key themes in social policy</i>. New York: Routledge.</p> <p>Koch-Baumgarten, S. &amp; Voltmer, K. (Eds.) (2010). <i>Public policy and mass media: The interplay of mass communication and political decision making</i>. London; New York: Routledge/ECPR.</p> <p>Midgley, J. &amp; Livermore, M. (Eds.) (2009). <i>The handbook of social policy</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Nowlin, M.C. (2011). Theories of the policy process: State of the research and emerging trends. <i>Policy studies journal, April Supplement</i>. 39(1): 41-60.</p> <p>O'Connor, M.K. (2011). <i>Analyzing social policy: Multiple perspectives for critically understanding and evaluating policy</i>. New York: Wiley.</p> <p>Pump, B. (2011). Beyond metaphors: New research on agendas in the policy process. <i>Policy studies journal, April supplement</i>. 39: 1-12.</p> <p>Sachs, J.D. (2010). Fixing the broken policy process: Greater transparency and limits on lobbyist influence would promote better long-range strategies. <i>Scientific American</i>, 302(2): 28.</p> <p>Scott, I. (2010). <i>The public sector in Hong Kong</i>. Hong Kong: Hong Kong University Press. (Chapter 8).</p>
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	Weible, C.M., Heikkila, T., deLeon, P. & Sabatier, P.A. (2012). Understanding and influencing the policy process. <i>Policy sciences</i> , 45(1): 1-21.
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