

## Subject Description Form

<b>Subject Code</b>	APSS5206														
<b>Subject Title</b>	Social Impact Assessment														
<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: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and participation</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Presentation of assigned tasks</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Final report</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">50%</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. Attendance and participation	20%	0%	2. Presentation of assigned tasks	30%	0%	3. Final report	0%	50%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Attendance and participation	20%	0%													
2. Presentation of assigned tasks	30%	0%													
3. Final report	0%	50%													
<b>Objectives</b>	<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><b>Professional Attributes</b></p> <ul style="list-style-type: none"> <li>• Capacity in participating effectively in assessing social impacts emanating from development projects</li> <li>• Professional competence in planning and conducting social impact assessment</li> <li>• Expertise in and knowledge of tools and instruments for assessing community and individual needs among members in project affected areas</li> <li>• Ability in developing mitigation options in responding to development impacts</li> </ul> <p><b>Personal Attributes</b></p> <ul style="list-style-type: none"> <li>• Higher level of critical thinking and capacity for creative social investigation</li> <li>• Maturity and sophistication in making incisive judgment on mitigating adverse social impacts</li> <li>• Effective communication skills in community engagement</li> <li>• Appreciation ethical practices in public engagement in assessing social impacts</li> </ul>														

<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. Articulate critically the theoretical and methodological foundations of social impact assessment (SIA)</li> <li>b. Participate professionally as practitioners of SIA</li> <li>c. Make independent, creative and expert decisions for selecting specific techniques for data collection and public engagement</li> <li>d. 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</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li><b>1. Introduction and Overview:</b> <ul style="list-style-type: none"> <li>• What is SIA</li> <li>• SIA and the Planning Process</li> <li>• The Role of SIA</li> <li>• SIA, SA (Social Assessment), SEIA (Social Economic Impact Assessment) and SIR (Social Impact Review)</li> </ul> </li> <li><b>2. Theoretical and Methodological Basis of SIA</b> <ul style="list-style-type: none"> <li>• Rational Model</li> <li>• Bounded Rationality</li> <li>• Principle of Pareto Optimality</li> <li>• Dynamic System Model</li> <li>• Comparative Diachronic Model</li> <li>• Principles of SIA</li> <li>• Domain Assumptions and Conceptions of SIA Practices</li> </ul> </li> <li><b>3. Processes of SIA</b> <ul style="list-style-type: none"> <li>• Scoping</li> <li>• Profiling</li> <li>• Identification of Issues</li> <li>• Projection</li> <li>• Assessment of Impacts</li> <li>• Mitigation</li> <li>• Recommendations</li> </ul> </li> <li><b>4. Identifying Issues: Delphi Technique</b> <ul style="list-style-type: none"> <li>• History of Delphi Technique</li> <li>• Using Delphi Technique</li> <li>• Strengths and Limitations</li> <li>• Implementation and Analysis</li> </ul> </li> <li><b>5. Nominal Group Technique</b> <ul style="list-style-type: none"> <li>• Origin of Nominal Group Technique (NGT)</li> <li>• Public Consultation and Community Engagement</li> <li>• Role of NGT</li> <li>• Designing NGT for Public Forum</li> <li>• Facilitating NGT</li> <li>• Guarding Biases and Limitations</li> <li>• Interpreting Information</li> </ul> </li> <li><b>6. Conducting Community Survey</b></li> </ol>

	<ul style="list-style-type: none"> <li>• Survey Design</li> <li>• Sampling</li> <li>• Developing Survey Questions</li> <li>• Pilot Testing</li> <li>• Implementing Survey</li> <li>• Data Analysis</li> </ul> <p><b>7. Cross Impact Analysis</b></p> <ul style="list-style-type: none"> <li>• Cross Impacts, Chain Impacts, Compounded Impacts and Accumulated Impacts</li> <li>• Constructing Cross Impact Matrices</li> <li>• Analyzing Cross Impact Matrices</li> <li>• Drawing Conclusions</li> </ul> <p><b>8. Relevant Impact Tree</b></p> <ul style="list-style-type: none"> <li>• Considering Impact Sequences</li> <li>• Using the Tree Concept</li> <li>• Constructing Impact Tree</li> <li>• Advantages and Limitations</li> </ul> <p><b>9. Scenario Generation</b></p> <ul style="list-style-type: none"> <li>• What is a Scenario</li> <li>• The Use of Scenario in Assessing Social Impacts</li> <li>• Developing Scenario</li> <li>• Analyzing Scenario</li> <li>• Comparing Scenarios</li> </ul> <p><b>10. Assessing Impact and Social Well Being</b></p> <ul style="list-style-type: none"> <li>• The Concept of Social Well Being</li> <li>• Evaluating Social Well Being and Social Impacts</li> <li>• Assessing Social Well Being in Scenarios</li> <li>• Debating Qualitative and Quantitative Approaches</li> <li>• Interpreting Social Well Being</li> </ul> <p><b>11. Mitigation</b></p> <ul style="list-style-type: none"> <li>• Compensatory Measures</li> <li>• Replacement Measures</li> <li>• Design Measures</li> <li>• Legal Measures</li> <li>• Restoration Measures</li> <li>• Other Measures</li> </ul> <p><b>12. Communicating Findings and Making Recommendations</b></p> <ul style="list-style-type: none"> <li>• The Politics of SIA</li> <li>• Feasibility</li> <li>• Practicability</li> <li>• Effectiveness</li> </ul>
<p><b>Teaching/Learning Methodology</b></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</p>

	<p>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 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.</p>																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="421 495 1445 929"> <thead> <tr> <th data-bbox="421 495 874 663" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="874 495 1007 663" rowspan="2">% weighting</th> <th colspan="4" data-bbox="1007 495 1445 595">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th data-bbox="1007 595 1115 663">a</th> <th data-bbox="1115 595 1224 663">b</th> <th data-bbox="1224 595 1332 663">c</th> <th data-bbox="1332 595 1445 663">d</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 663 874 730">1. Attendance and participation</td> <td data-bbox="874 663 1007 730">25%</td> <td data-bbox="1007 663 1115 730">✓</td> <td data-bbox="1115 663 1224 730">✓</td> <td data-bbox="1224 663 1332 730"></td> <td data-bbox="1332 663 1445 730">✓</td> </tr> <tr> <td data-bbox="421 730 874 797">2. Presentation of assigned tasks</td> <td data-bbox="874 730 1007 797">25%</td> <td data-bbox="1007 730 1115 797">✓</td> <td data-bbox="1115 730 1224 797">✓</td> <td data-bbox="1224 730 1332 797">✓</td> <td data-bbox="1332 730 1445 797">✓</td> </tr> <tr> <td data-bbox="421 797 874 864">3. Final report</td> <td data-bbox="874 797 1007 864">50%</td> <td data-bbox="1007 797 1115 864">✓</td> <td data-bbox="1115 797 1224 864">✓</td> <td data-bbox="1224 797 1332 864">✓</td> <td data-bbox="1332 797 1445 864">✓</td> </tr> <tr> <td data-bbox="421 864 874 929">Total</td> <td data-bbox="874 864 1007 929">100 %</td> <td colspan="4" data-bbox="1007 864 1445 929"></td> </tr> </tbody> </table> <p data-bbox="421 949 1445 1016">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="421 1037 1445 1234">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	25%	✓	✓		✓	2. Presentation of assigned tasks	25%	✓	✓	✓	✓	3. Final report	50%	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																					
		a	b	c	d																																		
1. Attendance and participation	25%	✓	✓		✓																																		
2. Presentation of assigned tasks	25%	✓	✓	✓	✓																																		
3. Final report	50%	✓	✓	✓	✓																																		
Total	100 %																																						
<p><b>Student Study Effort Expected</b></p>	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.																																			

<b>Medium of Instruction</b>	English
<b>Medium of Assessment</b>	English
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Arce-Gomez, A., Donovan, J.D., &amp; Bedggood, R.E. (2015). Social impact assessments: Developing a consolidated conceptual framework, <i>Environmental Impact Assessment Review</i>, 50: 85–94.</p> <p>Barrow, C.J. (2000). <i>Social impact assessment: An introduction</i>. London: Hodder Arnold.</p> <p>Becker, H. A., &amp; Vanclay, F. (Eds.) (2003). <i>The international handbook of social impact assessment: Conceptual and methodological advances</i>. Cheltenham, Colchester, UK: Edward Elgar.</p> <p>Burdge, R.J. (2004). <i>A community guide to social impact assessment. (3<sup>rd</sup> Ed.)</i>. Middleton, WI: Social Ecology Press.</p> <p>Vanclay, F. et. al. (2015). <i>Social impact assessment: Guidance for assessing and managing the social impacts of projects</i>. [Online] Accessible on: <a href="http://www.iaia.org/pdf/IAIA%202015%20Social%20Impact%20Assessment%20guidance%20document.pdf">http://www.iaia.org/pdf/IAIA%202015%20Social%20Impact%20Assessment%20guidance%20document.pdf</a>.</p> <p><u>Supplementary</u></p> <p>Adler, M., &amp; Ziglio, E. (1996). <i>Gazing into the oracle: The Delphi method and its application to social policy and public health</i>. London; Bristol, PA: Jessica Kingsley Publishers.</p> <p>André, P., B., Enserink, D. C., &amp; Croal, P. (2006). <i>Public participation international best practice principles. Special Publication Series No. 4</i>. Fargo, USA: International Association for Impact. [Online]. Accessible on <a href="http://www.iaia.org/publicdocuments/special-publications/SP4%20web.pdf">http://www.iaia.org/publicdocuments/special-publications/SP4%20web.pdf</a>.</p> <p>Esteves, A. M., Franks, D.M., &amp; Vanclay, F. (2012). The state of the art of social impact assessment. <i>Impact Assessment and Project Appraisal</i> (special issue on ‘<i>Impact Assessment: a Global Review of the State-of-the Art</i>’), 30(1): 35-44.</p> <p>Franks, D.M., Brereton, D., &amp; Moran, C.J. (2011). Cumulative social impacts. In F. Vanclay and A.M. Esteves (Eds.) <i>New directions in social impact assessment: Conceptual and methodological advances</i> (pp. 202-220). Cheltenham, UK: Edward Elgar.</p> <p>Garland, E. (2007). <i>Future, Inc.: How businesses can anticipate and profit from what's next</i>. New York: AMACOM. (Chapter 6: Scenario Generation).</p> <p>Hawtin, M., Hughes, G., &amp; Percy-Smith, J. (1994). <i>Community profiling: Auditing social needs</i>. Buckingham: Open University Press.</p> <p>Interorganizational Committee on Principles and Guidelines for Social Impact Assessment</p>

	<p>(IOCPG) (2003). U.S. principles and guidelines for social impact assessment. <i>Impact Assessment and Project Appraisal</i>, 21(3): 233-270. (Also appeared in <i>Environmental policy and NEPA: Past, present, and future</i>, edited by Ray Clark and Larry Canter 1997, Boca Raton, Fla.: St. Lucie Press, Chapter 14: Putting People in the Environment: Principles for Social Impact Assessment, pp. 229-250).</p> <p>Ip, D.F. (1990). Difficulties in implementing social impact assessment in China: Methodological considerations. <i>Environmental Impact Assessment Review</i>, 10(1,2): 113-122.</p> <p>João, E., Vanclay, F., &amp; den Broeder, L. (2011). Emphasising enhancement in all forms of impact assessment: introduction to a special issue. <i>Impact Assessment and Project Appraisal</i>, 29(3): 170-180.</p> <p>Lockie, S. F. (2001). SIA in review: Setting the agenda for impact assessment in the 21<sup>st</sup> century. <i>Impact Assessment and Project Appraisal</i>, 19(4): 277-287.</p> <p>Mathur, H. M. (2011). Social impact assessment: A tool for planning better resettlement. <i>Social Change</i>, 41(1): 97-120.</p> <p>Momtaz, S., &amp; Kabir, S.M.Z. (2013). <i>Evaluating environmental and social impact assessment in developing countries</i> [Electronic Resource]. (Chapter 5). Waltham, MA: Elsevier.</p> <p>Moore, C.M. (1994). <i>Group techniques for idea building</i> (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Mu, Q. (2006). <i>Elements of social impact</i>. India: Anmol Publications Pty Ltd.</p> <p>Pope, J., Bond, A., Morrison-Saunders, A., &amp; Retief, F. (2013). Advancing the theory and practice of impact assessment: Setting the research agenda. <i>Environmental Impact Assessment Review</i>, 41: 1-9.</p> <p>Prenzel, P.V., &amp; Vanclay, F. (2014). How social impact assessment can contribute to conflict management. <i>Environmental Impact Assessment Review</i>, 45: 30–37.</p> <p>Tang, B.S, Wong, S.W., &amp; Lau, M.C.H. (2008). Social impact assessment and public participation in China: A case study of land requisition in Guangzhou. <i>Environmental Impact Assessment Review</i>, 28(1):57-72.</p> <p>United Nations Development Program, China Country Office (2002). <i>Social impact assessment survey of the China West-East Pipeline Gas Project. Overall report</i>. Beijing: UNDP.</p> <p>Vanclay, F. (2002). Social impact assessment. In M. Tolba (Ed.), <i>Responding to environmental change</i>, volume 4 of <i>Encyclopedia of environmental change</i>. Chichester, Sussex: Wiley and Sons.</p> <p>Vanclay, F. (2002). Conceptualising social impacts. <i>Environmental Impact Assessment Review</i>, 22(3): 183-211.</p> <p>Vanclay, F. (2006). Principles for Social Impact Assessment: A critical comparison between the international and US documents. <i>Environmental Impact Assessment Review</i>, 26: 3 – 14.</p>
--	--

- Vanclay, F., & Esteves, A.N. (2011). *New directions in social impact assessment conceptual and methodological advances*. Cheltenham, UK: Edward Elgar.
- Vanclay, F. (Ed.) (2014). *Developments in social impact assessment*. Cheltenham, UK: Edward Elgar.
- Vanclay, F., Baines, J., & Taylor, C.N. (2013). Principles for ethical research involving humans: ethical professional practice in impact Assessment Part I. *Impact Assessment and Project Appraisal*, 31(4), 243-253.
- Vanclay, F., & the International Association for Impact Assessment (IAIA) (2003). International principles for social impact assessment. *Impact Assessment and Project Appraisal*, 21(1): 5-11.
- Witkin, B. R., & Altschuld, J. W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: Sage Publications. (pp.193-201).
- Wong, C.H.M., & Ho, W.C (2015). Roles of social impact assessment practitioners. *Environmental Impact Assessment Review*, 50:124–133.
- Zglio, E. (1966). The Delphi method and its contribution to decision-making. In Adler, M. and Zglio, E. (Eds.), *Gazing into the oracle: The Delphi method and its application to social policy and public health* (pp.3-33). London: Jessica Kingsley Publishers.