

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Policy Science and Management
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Regulation and Regulatory Governance
<b>Course Code</b>	: POS4007
<b>Department</b>	: Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 4

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### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

The course assesses the causes, types and consequences of regulation. The course will address the evolution of approaches to regulation, particularly those associated with governmental attempts to overcome market failures. Key issues analyzed include why governments regulate, how governments regulate and the tools of regulation, including command-and-control, performance-based, incentive-based, punitive based, network, risk-based and ‘nudge-based’ regulation.

The course will also address the rise of ‘regulatory capitalism’ and the ‘regulatory state’, drawing on sector case studies (e.g., utilities, telecommunications and banking).

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO1: Articulate and analyse the critical issues in regulation and regulatory governance;
- CILO2: Understand and apply the basic tools and techniques for regulation and regulatory governance; and
- CILO3: Analyse and appreciate the impacts of regulation and regulatory governance on consumers, firms, environment, government administration, public health and safety, and social welfare.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Overview	<i>CILO<sub>1,3</sub></i>	Lecture
Genesis of regulation	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., financial crisis and environmental damages)
Regulatory failures	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., food safety violation and financial fraud)
Regulating risk	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., global warming and infectious diseases)
Regulatory analysis of costs and benefits	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., environmental protection and building safety)
Regulatory strategy	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., price regulation and safety standards)
Regulatory enforcement	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., financial vs. physical penalty and public education)
Regulatory governance	<i>CILO<sub>1,2,3</sub></i>	Lecture and class discussion of real world examples (e.g., organization and mission of a regulatory agency, corruption, public trust, and critical elements of good governance)
Case study	<i>CILO<sub>1,2</sub></i>	Group presentation and individual report

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) <b>Class Discussion and Participation:</b> Students are expected to study relevant readings before s/he attends the classes and must participate actively in the discussion.	10%	CILO <sub>1,2,3</sub>
(b) <b>Case Study Presentation:</b> Students are required to work as a team to (a) make two presentations: one on regulation and one on regulatory governance; (b) prepare questions and ideas for discussion; and (c) encourage active participation among other members of the class. Half of each team member's grade reflects the team's <i>overall</i> performance, while the remainder is based on the member's <i>own</i> performance.	40%	CILO <sub>1,2,3</sub>
(c) <b>Individual Report:</b> Each student is required to write a report of about 1,500-word to concisely describe the team's two case studies. With clear lines of reasoning supported by documented evidence, the report should include: (a) an executive summary of the cases; (b) team formation and responsibility assignments; and (c) his/her involvement in: (1) problem identification; (2) alternative regulatory proposals; (3) key findings; and (4) policy recommendations based on (3). It should have an epilogue that summarizes the student's learning experience from the two case studies and where applicable, interactions with other team members.	50%	CILO <sub>1,2,3</sub>

#### 5. Required Text(s)

Nil.

#### 6. Recommended Readings

Baldwin R., M. Cave and M. Lodge (2012). *Understanding regulation: Theory, strategy and practice*. New York: Oxford University Press.

Dudley, S.E. and J. Brito (2012). *Regulation: A primer*. Washington, D.C.: Mercatus Center.

OECD (2014). *Best practice principles for regulatory policy: The governance of regulators*. Paris (<http://www.oecd.org/gov/regulatory-policy/governance-regulators.htm>)

OECD (2014). *Best practice principles for regulatory policy: Regulatory enforcement and inspections*. Paris (<http://www.oecd.org/gov/regulatory-policy/enforcement-inspections.htm>)

World Bank (2014). *Corporate governance of state-owned enterprises: A toolkit*. Washington D.C  
(<http://documents.worldbank.org/curated/en/2014/10/20286791/corporate-governance-state-owned-enterprises-toolkit>)

## **7. Related Web Resources**

Academic publications: <http://scholar.google.com.hk/>

Asian Development Bank: <http://www.adb.org/publications>

OECD publications: <http://www.oecd.org/about/publishing/>

World Bank publications: <http://www.worldbank.org/reference/>

## **8. Related Journals**

Nil.

## **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

## **10. Others**

Nil.