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**
When governments make high-quality decisions, development becomes more likely and sustainable. This course introduces the theories and practices of institutional decision making by exposing students to real world developmental problems in the Greater China region. The theories highlight the importance of focus, discipline, and passion when making significant decisions in an institutional setting. Meanwhile, the case studies cover some of the most pressing developmental issues in the Greater China region, such as corruption, education, pollution, healthcare, and housing. Students complete the course with practical knowledge and skills to frame policy problems, set policy goals, develop innovative solutions, analyze probabilistic information, make choices under uncertainty, and ensure commitment to development plans.

2. **Course Intended Learning Outcomes (CILOs)**
*Upon completion of this course, students will be able to:*
- CILO\textsubscript{1} understand the possible sources of poor policy decisions
- CILO\textsubscript{2} understand the importance of institutional decision making in development
- CILO\textsubscript{3} describe the key developmental issues in the Greater China region
- CILO\textsubscript{4} conduct basic decision analysis

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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
</table>
| a. The importance of institutional decision making  | \textit{CILO}_{2,3} | • Lecture  
| making in development; decision-making process in  |         | • Case study                                     |
| an institutional setting; developmental issues in  |         |                                                 |
| the Greater China region                           |         |                                                 |
| b. Focus on framing policy problems, structuring   | \textit{CILO}_{1,4} | • Group presentation  
| preferences, and logical reasoning                 |         | • In-class exercise                              |
| c. Discipline in assessing uncertainty and         | \textit{CILO}_{1,4} | • Group presentation  
| probabilistic information; the idea of risk; risk  |         | • In-class exercise                              |
| analysis; decision quality                          |         |                                                 |
| d. Passion for thoughtful action; commitment to    | \textit{CILO}_{1,2,4} | • Group presentation  
| development plans; leadership; change,             |         | • In-class exercise                              |
| planning process                                    |         |                                                 |
5. Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) In-class exercises (individual): Students complete three in-class exercises to apply the decision-making tools they learn in class</td>
<td>15%</td>
<td>CILO₄</td>
</tr>
<tr>
<td>(b) Group presentation and discussion: Students work in a team to analyze a policy case study and present their insights</td>
<td>35%</td>
<td>CILO₁,₃</td>
</tr>
<tr>
<td>(c) Exam: A 2-hour open book examination to examine whether the students have a good understanding of all course materials</td>
<td>50%</td>
<td>CILO₁,₂,₃</td>
</tr>
</tbody>
</table>

6. Required Text(s)
Nil

7. Recommended Readings


8. Related Web Resources
Harvard Kennedy School Case Program: [https://case.hks.harvard.edu/](https://case.hks.harvard.edu/)
9. Related Journals
   
   *Oxford Development Studies*
   *Public Administration and Development*
   *Public Administration Review*
   *The China Quarterly*
   *Voluntas: International Journal of Voluntary and Nonprofit Organizations*

10. 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](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Students should familiarize themselves with the Policy.

11. Others
    Nil

Last updated on 19 September 2018