

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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|------------------------------|--------------------------------|
| Programme Title | : Doctor of Education |
| Programme QF Level | : 7 |
| Course Title | : Principles of Policy Studies |
| Course Code | : PPG8001 |
| Department | : Asian and Policy Studies |
| Credit Points | : 3 |
| Contact Hours | : 39 |
| Pre-requisite(s) | : Nil |
| Medium of Instruction | : EMI |
| Course Level | : 7 |

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

This course equips students with key theoretical and analytical abilities essential for understanding public policy and governance. It will look into major theories and techniques in political science, public administration, sociology, and economics and synthesize into a coherent set of knowledge for students who are new to the discipline. The course will also expose students to a variety of analytical skills and techniques so that students could apply these tools in analyzing case studies across the globe.

2. Course Intended Learning Outcomes (CILOs)

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

CILO₁ : Understand the theoretical underpinnings of policy studies.

CILO₂ : Understand how public policies are made and implemented and explore the strategies for improving the process.

CILO₃ : Critically analyse challenges and reforms to policy studies and policy environment in the global context.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|-------------------------|--|
| Theoretical foundation of policy studies | <i>CILO₁</i> | <ul style="list-style-type: none">• Lectures• Tutorials• Essay• Web and library search• Reading lecture notes and key references |
| Public policy process and institutions | <i>CILO₂</i> | |
| Policy governance in the global context | <i>CILO₃</i> | |
| Challenges of policy reform and policy governance | <i>CILO₃</i> | |

4. Assessment

| Assessment Tasks | Weighting (%) | CILOs |
|--|---------------|---------------------------|
| (a) Participation Students are expected to actively participate in seminars and contribute to the generation of insights. | 30% | <i>CILO₁₋₃</i> |
| (b) Mid-term essays This course aims to consolidate students' mastery of the mainstream policy literature. The essay is intended to assess their comprehension of major theories. | 30% | <i>CILO₁₋₃</i> |
| (c) Final report This course seeks to facilitate students' preparation of their doctoral thesis. The final report is intended to encourage them to reflect on the possible theoretical frameworks. | 40% | <i>CILO₁₋₃</i> |

5. Required Text(s)

Durose, C. & Richardson, L. (2016). *Designing Public Policy for Co-productin: Theory, Practice and Change*. Bristol: Policy Press.

Howlett, M. & Ramesh, M. (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems*. Oxford: Oxford University Press.

Wu, X., Ramesh, M., Howlett, M., & Fritzen, S. A. (2010). *The Public Policy Primer: Managing the Policy Process*. London: Routledge.

6. Recommended Readings

Sabatier, P., & Weible, C. M. (2014). *Theories of the Policy Process* (3rd edition). Boulder: Westview.

7. Related Web Resources

| Name of the Web Page | Web Link |
|--|---|
| Asian Development Bank (ADB) | www.adb.org |
| Chinese Public Administration Research | http://www.cpar.net/ |
| Hong Kong Public Administration Association | http://www.hkpaa.org.hk/ |
| Kennedy School of Government, Harvard University | www.hks.harvard.edu |
| Lee Kuan Yew School of Public Policy, National University of Singapore | www.lkyspp.nus.edu.sg |
| Public Sector Management and Governance – Asian Development Bank | http://beta.adb.org/themes/governance/main |
| Section on Chinese Public Administration of The American Society for Public Administration | http://www.cpar.net/ |
| The Economist | www.economist.com |
| United Nations Public Administration Network | http://www.unpan.org/ |
| World Bank | www.worldbank.org |

8. Related Journals

Governance: An International Journal of Policy

Journal of Asian Public Policy

Policy and Society

Policy Studies Journal

Public Administration and Development

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

Updated as of 2 July 2021