

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Project Appraisal and Impact Analysis
Course Code	: PPG6006
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 is designed to provide students with an understanding of project appraisal and impact analysis. The core areas include project planning, cost-benefit analysis, cost-effectiveness analysis, multi-criteria analysis, experiments and quasi-experiments, regression framework, impact assessment approaches such as EIA and SIA, etc. Examples of applications, especially in the Asian context, will be drawn during the lectures. This course will enable students to understand the social, economic and environmental issues related to resource allocation of public programmes and projects. They will learn tools to help assessing and improving public-sector projects in terms of their purposes, design, implementation and efficiency.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁* : Be familiar with the critical issues in appraising public programmes and projects.
- CILO₂* : Understand the use of basic tools and techniques for selecting and justifying public-sector projects.
- CILO₃* : Know and appreciate the economic and financial as well as environmental, social, gender, health, and social welfare impacts of public projects.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview on project appraisal and evaluation, an activity often referred to as project assessment, as well as the issues of risk and uncertainty and methods of dealing with project appraisal.	<i>CILO_{1,2}</i>	<ul style="list-style-type: none">➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.➤ Web and library search.➤ Final exam: Reading lecture notes and key references to be familiarized with the theories and techniques introduced.
Environmental and social impact assessments (ESIA) – ways of improving the effectiveness of ESIA and other techniques that are used to analyse the environmental and social implications of projects.	<i>CILO_{1,2}</i>	<ul style="list-style-type: none">➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.➤ Web and library search.➤ Final exam: Reading lecture notes and key references to be familiarized with the theories and techniques introduced.
Discussions on the applications of the various techniques using project examples, especially in the Asian context	<i>CILO₃</i>	<ul style="list-style-type: none">➤ Seminar presentations and discussions: Students present case relevant to issues related to project appraisal and impact analyses.➤ Individual essays: Comparing and

		<p>contrasting different techniques of project appraisal and impact analysis with systematic and coherent arguments.</p> <p>➤ Online discussion, in class discussion, peer sharing, group work consultation, presentation of assignment and answering questions from peers and lecturers, consultation and meeting with lecturer on assignment.</p>
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>(a) Seminar Presentation and Class Discussion</p> <p>Students are required to work as a team and make a presentation. They should hand in a table outlining the contributions of each group member to the presentation for taking account of individual effort to the group presentation; prepare questions and ideas for discussion; and encourage active participation among other members of the class. They must participate actively in discussions (in-class and online).</p>	20%	<i>CILO₃</i>
<p>(b) Final exam</p> <p>Students are required to take a final exam at the end of the semester.</p>	50%	<i>CILO_{1,2}</i>
<p>(c) Individual Essay</p> <p>Written presentation of information and argument in a systematic and coherent manner (2,500 to 3,500 words).</p>	30%	<i>CILO₃</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Potts, D. (2002). *Project planning and analysis for development*. London, UK: Lynne Rienner Publishers.

7. Recommended Readings

- Baum, W. C. (1982). *The project cycle*. Washington, DC: World Bank.
- Becker, H. A., & Vanclay, F. (Eds.). (2003). *The international handbook of social impact assessment: Conceptual and methodological advances*. Cheltenham, UK: Edward Elgar Publishing Limited.
- Boardman, A. E., Greenberg, D., Vining, A. R., & Weimer, L. (2011). *Cost-Benefit analysis – Concepts and practice*. (4th ed.). Upper Saddle River, N.J. Prentice Hall, Pearson.
- Glasson, J., Therivel, R., & Chadwick, A. (2005). *Introduction to environmental impact assessment*. (3rd ed.). London and New York: Routledge.
- Glasson, J. (2012). *Introduction to environmental impact assessment*. Abingdon [England]: Routledge.
- Levin, M., & McEwan, J. (2001). *Cost-Effectiveness analysis: Methods and applications* (2nd ed.). Thousand Oaks, Calif.: Sage Publications.
- Mohr, B. (1995). *Impact analysis for program evaluation*. Thousand Oaks, Calif.: Sage Publications.
- OECD. (2009). *Regulatory impact analysis: A tool for policy coherence*. OECD Publishing.
- OECD. (2010). *Guidance on sustainability impact assessment*. OECD Publishing.
- OECD. (2011). *Regulatory policy and governance supporting economic growth and serving the public interest*. OECD Publishing.

8. Related Web Resources

- International Association for Impact Assessment
(<https://www.iaia.org/about.php>)

9. Related Journals

Environmental Impact Assessment Review
Impact Assessment & Project Appraisal
International Journal of Public Administration
Southern Journal of Agricultural Economics
The Journal of Public Administration Research and Theory
Transport Reviews

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 16 July 2025