

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Public Policy and Governance: Processes and Techniques
Course Code	: PPG6002
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 serves as a foundation course for students to develop conceptual and analytical ability essential for understanding the complex world of public policy and governance. Public policy and governance studies are multidisciplinary in nature. This course will draw upon major theories and approaches in political science, public administration, sociology, and economics, and synthesize them into a coherent set of knowledge that students without undergraduate background in related fields can comprehend. A variety of pedagogies, such as lectures, tutorials, presentations and discussions, will be adopted in this course.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁* : Critically examine public policy and governance in a variety of settings.
- CILO₂* : Understand how public policy is made and how the process may be improved.
- CILO₃* : Understand how public policy is implemented and explore strategies for improving the process.
- CILO₄* : Understand how public policy is evaluated, ex ante and ex post.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Public Policy and Governance: Introduction to the Subject	<i>CILO₁</i>	➤ Interactive Lecture
The Context of Policy Making: Ideas, Actors and Institutions	<i>CILO₁</i>	➤ Interactive Lecture
Making Public Policy	<i>CILO₂</i>	➤ Interactive Lecture ➤ Case Study
Implementing Public Policy	<i>CILO₃</i>	➤ Interactive Lecture ➤ Case Study
Evaluating Public Policy	<i>CILO₄</i>	➤ Interactive Lecture ➤ Case Study

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class Discussion and Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	<i>CILO₁₋₄</i>
(b) Group Project Students are required to work in small groups to evaluate a real-world policy intervention by analysing secondary data	30%	<i>CILO₁₋₄</i>

and submit a group report of around 3,000 words.		
(c) Final Examination Consisting of a series of short-answer questions, the exam will be based exclusively on the required reading undertaken for the course.	50%	<i>CILO₁₋₄</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)

Wu, X., Ramesh, M., Howlett, M., & Fritzen, S. A. (2010). *The public policy primer: Managing the policy process*. London: Routledge.

Jann, W., & Wegrich, K. (2017). Theories of the policy cycle. In *Handbook of public policy analysis* (pp. 69-88). Routledge

Howlett, M. & Ramesh, M. *Studying public policy: Policy cycles and policy subsystems*. Oxford: Oxford University Press.

7. Recommended Readings

Alagappa, M. (2004). *Civil society and political change in Asia*. Stanford: Stanford University Press.

Berman, E., Moon, J., & Choi, H. (2010). *Public Administration in East Asia*. New York: Taylor and Francis.

Chan, R. K. H., Takahashi, M., & Wang, L. (Eds.). (2010). *Risk and public policy in East Asia*. Surrey, UK: Ashgate Publishing Limited.

Dunlop, C. A. (2017). Policy learning and policy failure: Definitions, dimensions and intersections. *Policy & Politics*, 45(1), 3-18.

Gough, I., Wood, G., Barrientos, A., Bevan, P., Davis, P., & Room, G. (2004). *Insecurity and welfare regimes in Asia, Africa and Latin American: social policy in development contexts*. Cambridge, UK: Cambridge University Press.

Grimmelikhuijsen, S., Jilke, S., Olsen, A. L., & Tummers, L. (2017). Behavioral public administration: Combining insights from public administration and psychology. *Public Administration Review*, 77(1), 45-56.

Gustafsson, B. A., Shi, L., & Sicular, T. (Eds.). (2008). *Inequality and public policy in China*. Cambridge, UK: Cambridge University Press.

Jilke, S., & Tummers, L. (2018). Which clients are deserving of help? A theoretical model and experimental test. *Journal of Public Administration Research and Theory*, 28(2), 226-238.

Lam, W. M., Lui, P., Wong, W., & Holliday, I. (Eds.). (2007). *Contemporary Hong Kong politics: Governance in the post-1997 era*. Hong Kong: Hong Kong University Press.

Liu, N. N., Lo, C. W. H., Zhan, X., & Wang, W. (2015). Campaign-style enforcement and regulatory compliance. *Public Administration Review*, 75(1), 85-95.

Mok, K. H., & Forrest, R. (Eds.). (2009). *Changing governance and public policy in East Asia*. London: Routledge.

Morse, K., & Struyk, R. J. (2006). *Public policy analysis for effective development: Strengthening transition economies*. London, UK: Lynne Rienner Publishers Inc.

Ramesh, M. (2004). *Social policy in East and Southeast Asia*. London: Routledge.

Yi, H., Berry, F. S., & Chen, W. (2018). Management innovation and policy diffusion through leadership transfer networks: An agent network diffusion model. *Journal of Public Administration Research and Theory*, 28(4), 457-474.

8. Related Web Resources

- Asian Development Bank (ADB) (www.adb.org)
- International Monetary Fund (IMF) (www.imf.org)
- World Bank (www.worldbank.org)
- The Economist (www.economist.com)
- 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)

9. Related Journals

Journal of Asian Public Policy
Governance: An International Journal of Policy
Policy Studies
Policy and Society
Public Administration Review
Public Administration and Development

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/0000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others
Nil

Updated as of 22 March 2026