

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Social Policy and Aging
Course Code	: PPG6010
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

Societies are aging rapidly and policymakers are scrambling to prepare for it. This course is intended to enhance understanding of the contexts, processes and contents of public policy towards aging in Asia. The course will investigate the aging phenomenon, analyse its impact on governments and societies, assess past and current policy responses to it, and consider options for improvements in policy responses. It will emphasize critical issues such as income maintenance, health care, housing, and long term care for the aged. The goal of the course will be to encourage students to think critically and creatively about the challenges and opportunities of aging society.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁* : Demonstrate critical understanding of the social, political, and economic contexts of aging.
- CILO₂* : Describe and understand the aging phenomenon and implications for government and society.
- CILO₃* : Develop ability to assess the strengths, weaknesses, and trade-offs inherent in the programmes for the aged.
- CILO₄* : Encourage students to propose creative responses to the opportunities and challenges posed by aging.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Examination of the social, political, and economic contexts of aging.	<i>CILO₁</i>	➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references. ➤ Seminars: Students present case relevant to current communication management issues, topics and scenarios. ➤ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society. ➤ Web and library search. ➤ Reading lecture notes and key references.
Discussion of the demographic trends in general and aging trends in particular.	<i>CILO₁₋₂</i>	
Discussion of government and non-government programmes for the aged.	<i>CILO₃</i>	
Exploration of responses to aging challenges.	<i>CILO₁₋₄</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Presentation Students will select a topic for tutorial	10%	<i>CILO₁₋₄</i>

presentation through analysis of theory and research data and prepare questions for discussion, while encouraging active participation among other members of the tutorial group.		
(b) Group Paper (around 2,000 English words) Students are expected to submit a short essay to review relevant concepts and theory of aging and issues and needs confronted by the elderly in society.	30%	<i>CILO₁₋₄</i>
(c) Individual Paper (around 3,000 English words) Students submit their final term paper based on their tutorial presentation with further fine tuning after receiving questions and comments from group members and tutor.	60%	<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)

Asplater, C. (ed.) (2023). *The Routledge International Handbook to Welfare State Systems Towards Global Social Policy Science*. Routledge.

IMF (April 2025). The rise of the silver economy: global implications of population aging. [ch2 \(1\).pdf](#)

Llorente, R. (2019/4). Key challenges for the European Welfare States, JRC working paper series on labour, education and technology. European Commission. [14\) \(PDF\) Key challenges of the European Welfare States \(researchgate.net\)](#)

Midgley, J., et al. (eds). (2017). *Social Investment and Social Welfare, International and Critical Perspectives*. Edward Elgar.

Walker, A. (2017). *Why the UK needs a social policy on ageing*, Journal of Social Policy, 47(2): 1-21.

WHO (5 May 2020). Decade of Healthy Ageing The Global strategy and action plan on ageing and health 2016–2020: towards a world in which everyone can live a long

and healthy life The Global strategy and action plan on ageing and health 2016–2020: towards a world in which everyone can live a long and healthy life

World Bank (2025). *Social Protection Report. State of Social Protection Report 2025*

The World Bank (April, 2022). An overview of LTC challenges and opportunities. World Bank Document

7. Recommended Readings

Asian Development Bank (2021). *Financing long-term care in Asia and the Pacific*, ADB Brief. Financing Long-Term Care in Asia and the Pacific (ADB Brief 177)

Chen, X. et al. (2022). The Path to Healthy Ageing in China: A Peking University-Lancet Commission Report, *Lancet*. The Path to Healthy Ageing in China: A Peking University-Lancet Commission Report - PMC

Feng, Z., et al. (2020). Long-term care system for older adults in China: policy landscape, challenges, and future prospect, *Lancet*. Long-term care system for older adults in China: policy landscape, challenges, and future prospects - PubMed

KPMG (2023). China Pension Reforms. China Pensions Reform - KPMG China

Greve, B. (2018). *Routledge Handbook of the Welfare State*. (Routledge).

Greve, B. (2025). *The Future of Social Policy*. (Routledge).

Legislative Council (June 30, 2020). Arrangements for people close to or at retirement age in selected places. Arrangements for people close to or at retirement age in selected places (legco.gov.hk)

Leung, J. (2015). *China's Social Welfare, the Third Turning Point*, chapter 1 and 2 (Polity Press).

Leung, J. (2023). Social Policy in Hong Kong: Beyond Residualism, in C. Aspalter (ed.). *Ashgate Research Companion on Welfare State Systems*, 2nd edition, London: Ashgate.

Lever, A. and A. Poama (2019). *The Routledge Handbook of Ethics and Public Policy*. Routledge.

Lorenzoni, L. et al. (2015). Public expenditure projections for health and long-term care for China until 2030. *OECD Health Working Paper*. No. 84. Public Expenditure Projections for Health and Long-Term Care for China Until 2030 (EN)

OECD (Jan. 2023). The rise and fall of public social spending with the COVID-19 pandemic. The rise and fall of public social spending with the COVID-19 pandemic (EN)

OECD (2 Feb., 2023). *Sizing up Welfare States: how do OECD countries compare?*

Sizing up Welfare States: How do OECD countries compare? (oecdstatistics.blog)

Research Office, Legislative Council (2023). Information Note Long-term care insurance systems in selected places. LTC insurance.pdf

Saunders, P. and I. Ku (2022). *Poverty and Inequality in East Asia: Work, Family and Policy*. Elgar.

Walker, A. and C. Aspalter (2017). *Active ageing in Asia* (Routledge), chapter 1, 2, and 3; Chapter 6: J. Leung, Active ageing in Hong Kong; Chapter 7: V. Lou, Active ageing in Mainland China.

WHO (2021). *Global Report on Ageism*. Global report on ageism (who.int)

8. Related Web Resources

Nil

9. Related Journals

Nil

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.

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*** You can always carry out GOOGLE search on key concepts, terms and country conditions for further information. For international reports from World Bank, OECD, and WHO, it would be sufficient to read the Executive Summary only.*

Updated as of 10 April 2026