THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Policy Science and Management
Programme QF Level	:	5
Course Title	:	Capstone Project (Phase II). Applied Policy Analysis Consultancy (APAC): Project and Conference
Course Code	:	SSC4257
Department	:	Asian and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	SSC3256 "Capstone Project (Phase I): Applied Policy Analysis Consultancy (APAC) – Project"
Medium of Instruction	:	EMI
Course Level	:	4

Part II

The University's Graduate Attributesand 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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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

Following the *Capstone Project (Phase I)* and under close supervision, students proceed to implement the research design of their project. As an iterative process, this requires on-going consultation with (1) relevant individuals and the Mentor at the organisation where the student undertook his/her internship; (2) the student's Academic Supervisor; and (3) engagement with the Capstone Project (Phase II) Coordinator.

The *Capstone Project (Phase II): APAC* requires the full implementation of the *Capstone Project (Phase I): APAC* proposal and the development of a written report to professional standards. Further, students are required to make a formal presentation of the report to the client organisation and the development of actionable recommendations that must be costed in terms of organisational resource requirements/implications, along with a feasibility assessment for implementation.

In addition to the formal write up of the Capstone Projects the student is required to prepare a full set of briefing notes, executive summary, list of recommendations, implementation proposals to the client (internship) organisation, organisation Mentor and relevant stakeholders. This component of the *Capstone Project (Phase II)* is designed to synergize with the *Internship* and *Capstone Project (Phase I)* and requires students to participate in an APAC conference. The conference brings together all students, supervisors, student mentors from the client organisation, as well as other representatives from the client organisations.

Students will be organized into complementary sessions and required to formally present their *Capstone Project (Phase II): APAC* report to the organisation. This will include:
- Presentation of the final written report, including an executive summary, list of recommendations and implementation proposal;
- Short-verbal presentation (approximately 20 mins) in order to demonstrate problem definition, analysis, public speaking, presentation and advocacy skills;
- A short Q and A session; and
- Client feedback.

This course is designed to simulate real-life organisational contexts and requires students to be able to present findings in a persuasive and professional manner.

2. Course Intended Learning Outcomes (CILO$_s$)
Upon completion of this course, students will be able to:

CILO$_1$ Apply policy research skills in an independent research project;
CILO$_2$ Conduct independent policy research; and
CILO$_3$ Communicate the policy research result and provide policy recommendation to the organization.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Apply policy research in the study	*CILO$_{1-2}$*	Consultation with the supervisor
Conduct independent research	*CILO$_{1-2}$*	Consultation with the supervisor, conduct research or interviews with the organization
Present the result to the organization	*CILO$_{1-3}$*	Consultation with the supervisor, presentation of the result to the organization

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) **Paper Write Up:** Formal write up of the *Capstone Project (Phase I): APAC* report.	60%	*CILO$_{1, 2}$*
(b) **Presentation:** Presentation of findings to the Client organisation, students and supervisors at the Conference component of the *Capstone Project (Phase II)* is based on the following: (1) Presentation skills including the articulation of the policy/organisational problems identified during the course of the internship and subsequent student interviews/analysis; (2) Clarity and communication of the problem statement; (3) Clarity and communication of the methods of analysis; (4) Clarity and communication of the major findings; (5) Clarity and appropriateness of the recommendations; (6) Analytical sophistication in the presentation of supporting evidence for the implementation/costing and feasibility of recommendations; (7) Sophistication in handling and responding to questions from the mentor/organisational representatives, supervisor, students and audience; (8) Overall quality and professional standing of the presentation, findings and recommendations (including the use of audio and visual materials, handouts and other tools); and (9) Time-management of the presentation by the student. These components are collectively assessed and account for 40%.	40%	*CILO$_{1, 4}$*

5. Required Text(s)

Fischer, F., & Miller, G. (2007). *Handbook of public policy analysis: theory, politics, and methods*. Boca Raton, FL: CRC Press (Taylor and Francis)

6. Recommended Readings

Bardach, E. (2005). *A practical guide for policy analysis*. Washington, DC:Congressional Quarterly Press.

Dunn, W. N. (2008). *Public policy analysis: An introduction*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Engeli, I. and Allison, C. R. (2014). *Comparative policy studies: conceptual and methodological challenges*. New York, NY: Palgrave Macmillan.

George, A. and Bennet, A. (2005). *Case studies and theory development in social sciences*. Cambridge, Mass.: MIT Press.

King, G., Keohane, R. O. and Verba, S. (1994). *Designing social inquiry: scientific inference in qualitative research.* Princeton, N.J.: Princeton University Press.
Kraft, M.E. and Furlong, S.R. (2004). *Public policy: politics, analysis, and alternatives*. Thousand Oaks, California: CQ Press.

7. **Related Web Resources**
   Nil.

8. **Related Journals**
   Journal of Comparative Policy Analysis
   Journal of Public Policy
   Public Policy and Administration
   Research Methods in Public Policy

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.

Last updated on 14 July 2020