

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester B 2018/19**

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**Part I Course Overview**

**Course Title:** Policy Processes and Analysis

**Course Code:** POL5601

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

- examine major theories of policy process, models of policy making, and forms of policy analysis;
- enable students to engage with the complexity and dynamics of public and social policy;
- discover how new ideas shape public policies;
- thorough understanding of policy process and in- analysis of policy cases in Hong Kong by applying theories and models learned in class; and
- evaluate policy alternatives, both prospectively and retrospectively.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Examine the meaning of public policy and its relevance.			√	
2.	Discover why some ideas/issues succeed in reaching the policy agenda while others fail		√		
3.	Analyse the different models (normative and empirical) of decision-making			√	√
4.	Apply the theories and models of policy-making to analyse the agenda-setting and policy process in Hong Kong, identify key stakeholders and dynamics that shape policy decisions, evaluate the policy outcomes, and give recommendations pertain to Hong Kong's socio-political landscape in the post-handover years			√	√
5.	Appraise and apply the different steps of policy analysis: problem identification, forecast and planning, and assess the effectiveness of different techniques used by policy analysts, such as comparative studies, scenario writing, the Delphi technique and cost-benefit analysis.		√	√	√
6.	Evaluate the strengths and weaknesses of 'top-down' and 'bottom-up' approaches of policy implementation; and analyse the various forms of policy evaluation, reflect on the values and pre-dispositions of the evaluators, and assess the intended and unintended consequences.		√	√	√
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
Readings	Students are expected to read the essential reading before the lectures.	√	√	√	√	√	√	
Lectures	Students will acquire knowledge of key concepts and theoretical knowledge to analyse empirical cases.	√	√	√		√	√	
Class discussion	Students will develop their critical thinking and skills to analyse policy cases in Hong Kong by engaging in discussion and debate among themselves		√	√	√	√	√	
Canvas	On-line availability of lecture materials.	√	√	√	√	√	√	
Problem-based investigation	Develop ideas, and use policy advocacy, to produce of a policy memorandum on a specific issue		√	√	√	√		
Policy case study	Group discussion on a specific policy issue and presentation of the results in class		√	√	√	√	√	
Essay-writing	Students have to submit one paper: an individual paper on policy advocacy.	√	√	√	√	√	√	

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4	5	6		
Continuous Assessment: 50%								
Class participation	√	√	√	√	√	√	10%	Participation in class discussion helps students to clarify the key concepts and ideas delivered in lectures
Individual Policy Memorandum approximately 2,000 words		√	√	√	√		25%	The paper on Policy memorandum enables students to develop new ideas about specific issues and to provide an opportunity to develop advocacy skills.
Group Project: Presentation		√	√	√	√	√	15%	The group presentation and report helps students to develop new ideas about a policy issue and to apply them to Hong Kong cases
Examination: 50% (duration:3 hours, if applicable)								
							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class participation	Students actively participate into class' discussions and engage with debates in class.	An excellent standard of knowledge and understanding of the key public policy models and techniques of policy analysis and a well-developed ability to relate these critically to both local and international contexts. A strong capacity to identify and analyse specific policy issues in Hong Kong and to understand the importance of agenda-setting and of the policy process in determining their successful resolution.	A generally good standard of knowledge and understanding of the key public policy models and techniques of policy analysis and a sound ability to relate these critically to both local and international contexts. A sound capacity to identify and analyse specific policy issues in Hong Kong and some understanding of the importance of agenda-setting and of the policy process in determining their successful resolution. A good critical ability to argue for the adoption of particular policy positions and some understanding of the dynamics of successful policy argument.	A rudimentary knowledge and understanding of the key public policy models and techniques of policy analysis and a weak ability to relate these critically to local and international contexts. A weak capacity to identify and analyse specific policy issues in Hong Kong and to understand the importance of agenda-setting and of the policy process in determining their successful resolution. A weak ability to argue for the adoption of particular policy positions or to understand the dynamics of successful policy argument.	Poor knowledge and understanding of the key public policy models and techniques of policy analysis. Very little ability to relate these critically to local and international contexts. A limited capacity to analyse or identify specific policy issues in Hong Kong and little understanding of the importance of agenda-setting and of the policy process in determining their successful resolution. Little demonstration of a critical ability to argue for the adoption of particular policy positions and poor understanding of the dynamics of successful policy argument.	Almost no knowledge or understanding of the key public policy models and techniques of policy analysis and no ability to relate these critically to local and international contexts. Unable to analyse specific policy issues in Hong Kong or to understand the importance of agenda-setting and of the policy process in determining their successful resolution. Almost no ability to argue for the adoption of particular policy positions or to understand the dynamics of successful policy argument. Inadequate research, writing, team-work and/or communication skills
Individual Policy Memorandum	Students can write formal policy process and analysis policy memorandum with appropriate format and style.	A strong critical ability to argue for the adoption of particular policy positions and a clear understanding of the dynamics of successful policy argument. Very strong research, writing, team-work and communication skills.	Generally competent research, writing, team-work and communication skills.	Research, writing, team-work and communication skills present but at minimum standards.	Underdeveloped research, writing, team-work and communication skills.	
Group Project: Presentation	Students can apply the theories and skills they learned in policy process and rigorously analyse the policy cases in the presentations.					
End-of-course examination (all) – 3 hours	Students can understand the theories and concepts in policy process and can be able to apply them in answering policy cases questions.					

### **Part III Other Information** (more details can be provided separately in the teaching plan)

#### **1. Keyword Syllabus**

(An indication of the key topics of the course.)

Public policy; agendas-setting ; policy advice; policy argument; advocacy; policy process; policy models; rationality; incrementalism, Kingdon's three streams of politics, process and policy, mixed-scanning, policy analysis; problem identification; forecasting; cost/benefit analysis; Delphi technique, policy implementation; policy evaluation; Hong Kong

#### **2. Reading List**

##### **2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Text(s):

1. Anderson, J. E. (2003) *Public Policy Making: An Introduction*, Boston: Houghton Mifflin.
2. Burns, J.P. (2004) 'The Policy Process in the HKSAR', in A. Nakamura (ed.) *Public Reform, Policy Change and New Public Management*, Tokyo: EROPA, 57-75.
3. Hill, M. (1997) *The Policy Process in the Modern State*, 3<sup>rd</sup> edition. Brighton: Wheatsheaf.
4. Hill, M. (2002) *Implementing Public Policy: Governance in theory and Practice*, London: Sage.
5. Kingdon, J.W. (1995) *Agendas, Alternatives and Public Policies*, New York: Harper Collins, 1995.
6. Scott, I. (2005) 'Policy Process', in I. Scott, *Public Administration in Hong Kong: Regime Change and its Impact on the Public Sector*. Singapore: Marshall Cavendish, 195-226.
7. Stone, D. (1989) 'Causal Stories and the Formation of Policy Agendas' *Political Science Quarterly*, 104, 2, 281-300.
8. Weimer, D.L. and Vining, A.R. (1999) *Policy Analysis: Concepts and Practice*, Englewood Cliffs: Prentice Hall.

Online Resources:

<http://www.gov.hk>

##### **2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

Nil