City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2022/2023

Part I   Course Overview

Course Title:	**Evidence-based Policy and Practice**
Course Code:	PIA6202
Course Duration:	One semester
Credit Units:	3
Level:	P6
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)*	**POL6202 Evidence-based Policy and Practice**
Exclusive Courses: *(Course Code and Title)*	

Part II   Course Details

1.   Abstract

This course aims to enable students to critically assess evidence-based approaches to identifying, analysing and evaluating policy issues and provide alternatives. The course will explore the ontological roots of different approaches to seeing issues as requiring policy, as well as in the analysis of policy practice. This will allow students to distinguish normative, subjective, objective and 'scientific' ideas in the policy field. We will explore across the policy field from issue identification, policy analysis, policy decision making, policy implementation, to policy evaluation. We will carefully consider the consequences and uncertainty associated with different policy problems. After taking the course, students are expected to be able to understand contemporary policy issues from a more informed, analytical and critical perspective.

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.	Understand linkages between meta meso and applied theory	20	x	x	
2.	Analyse processes of policy making, implementation, and evaluation by acquainting with different policy process models.	20	x	x	x
3.	Apply tools of defining policy problems and discovering, appraising, and synthesizing evidence arising from research into these problems.	60		x	x
		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				
Lectures	These are organized thematically to: • Explain concepts, theories, and methods in evidence-based policy-making and evaluation; • Analyse policy issues from scientific, economic, institutional, managerial, and political perspectives.	X	X					
In class discussion	These are sessions for students to: • Raise questions and make critical observations on the concepts and methods introduced in the lectures; Debate and apply knowledge and methods of evidence-based policy making and evaluation to particular policy issues.		X	X				

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					
Continuous Assessment: 100%								
Group paper (policy memo)	X	X	X				50%	
Take-home test		X	X				50%	
							100%	

5. Assessment Rubrics

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

<u>Applicable to students admitted in Semester A 2022/23 and thereafter</u>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Group paper (Policy Memo)	1. synthesize and appraise critically research-based evidence relating to key policy issues. 2. competence in drawing upon various electronic data bases to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. 3. abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data. 4. skills in research, writing, team-work and in oral presentations and communication.	A strong ability to critically understand, synthesize and appraise critically research-based evidence relating to key policy issues. High degrees of competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Excellent abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data.	A good ability to critically understand, synthesize and appraise critically research-based evidence relating to key policy issues. Clearly competent in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Well-developed abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data.	Some ability to understand, synthesize and appraise critically research-based evidence relating to key policy issues. Weak competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Basic abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data. Research, writing,	Fails to understand or lacks the ability to synthesize and appraise critically research-based evidence relating to key policy issues. Lacks competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Minimal abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy or in assessing critically inclusive or other approaches to generating and analyzing policy-related data.

		Very strongly developed skills in research, writing, team-work and in oral presentations and communication.	Generally competent in research, writing, team-work and in oral presentations and communication.	team-work, oral presentation and communication skills present, but not much higher than minimum standards.	Inadequate competence in research, writing, team-work and in oral presentations and communication.
2. Take-home test	1. knowledge of key theories, methods and practices taught in the course 2. ability to discuss relative strengths and limitations of different methods.	An excellent standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	A generally good standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	Rudimentary standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	Almost no knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Group paper (Policy Memo)	1. synthesize and appraise critically research-based evidence relating to key policy issues. 2. competence in drawing upon various electronic data bases to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. 3. abilities in evaluating the	A strong ability to critically understand, synthesize and appraise critically research-based evidence relating to key policy issues. High degrees of competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue.	A good ability to critically understand, synthesize and appraise critically research-based evidence relating to key policy issues. Clearly competent in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue.	Some ability to understand, synthesize and appraise critically research-based evidence relating to key policy issues. Weak competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Basic abilities in evaluating the utilization of evidence in relation to the development and	Very basic ability to understand, synthesize and appraise critically research-based evidence relating to key policy issues. Minimum competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Little ability or skill in evaluating the utilization of evidence in relation to the	Fails to understand or lacks the ability to synthesize and appraise critically research-based evidence relating to key policy issues. Lacks competence in drawing upon various sources to facilitate the assessment of policy-related evidence and in the application of the principles of systematic reviews to a policy issue. Minimal abilities in evaluating the

	utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data. 4. skills in research, writing, team-work and in oral presentations and communication.	Excellent abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data. Very strongly developed skills in research, writing, team-work and in oral presentations and communication.	Well-developed abilities in evaluating the utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data. Generally competent in research, writing, team-work and in oral presentations and communication.	implementation of policy in a selected area of public or social policy and in assessing critically inclusive or other approaches to generating and analyzing policy-related data. Research, writing, team-work, oral presentation and communication skills present, but not much higher than minimum standards.	development and implementation of policy in a selected area of public or social policy or in assessing critically inclusive or other approaches to generating and analyzing policy-related data. Underdeveloped competence in research, writing, team-work and in oral presentations and communication.	utilization of evidence in relation to the development and implementation of policy in a selected area of public or social policy or in assessing critically inclusive or other approaches to generating and analyzing policy-related data. Inadequate competence in research, writing, team-work and in oral presentations and communication.
2. Take-home test	1. knowledge of key theories, methods and practices taught in the course 2. ability to discuss relative strengths and limitations of different methods.	An excellent standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	A generally good standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	Rudimentary standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	Poor knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.	Almost no knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

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.)

Evidence–based policy-making; ontology, policy evaluation; inclusive policy making; agenda setting; policy instruments; policy implementation; monitoring and evaluation; stakeholder analysis; cost-benefit analysis, ideology.
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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.)

1.	Cairney, Paul. 2016 *The politics of evidence-based policy making*. London: Palgrave Macmillan Available electronically through the CityU Library: https://julac.hosted.exlibrisgroup.com/permalink/f/iffgrl/CUH_IZ51463908780003408

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

1.	Various readings provided directly to students during the course