

FB6885P: PPP THEORY AND POLICY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

PPP Theory and Policy

Subject Code

FB - College of Business (FB)

Course Number

6885P

Academic Unit

College of Business (CB)

College/School

College of Business (CB)

Course Duration

Non-standard Duration

Other Course Duration

Intensive mode: 4 days

Credit Units

2

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

Chinese (Putonghua)

Medium of Assessment

Chinese

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

Public-private partnership (PPP) is defined as a long-term collaboration between a government entity and a private party for providing a public asset or service, in which the complementary advantages revenue and risk are shared. Applying PPP could help introducing innovative public products and services, relieving financial burden transforming government functions and ultimately achieving sustainable development.

This course aims to equip students with the core concepts of PPP, including its origins, evolution of PPP models and international experiences, from the perspectives of governance and provision of public goods. In this course students will be guided to explore the new characteristics and new trends of the PPP models under the framework of the Belt and Road Initiative and China's "New Infrastructure" plan. At all times, the course will help students to understand and reflect PPP in a people-oriented approach, the ultimate objective is to achieve the sustainable economic and social development of all countries through the PPP.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Master the core concepts, principles and frameworks of PPP.		x	x	
2	Discover and understand the commonality characteristics and rationality of different PPP models through case studies, and know how to critically evaluate their outcomes.			x	x
3	Explore the relationship between a government entity and a private party, and learn how to manage the interaction between the two fields.			x	x
4	Cultivate an open-minded attitude toward decision-making environments which are distinct from ours by gaining knowledge on international practices for PPP.		x		

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Identify and interpret the related concepts and issues in PPP.	1, 2	

2	Readings	Consolidate the understanding on lecture information by reading literatures/ articles that suggested by instructor or shared among students.	1, 2	
3	Video Illustration and Discussion	Illustrate the latest PPP cases and models by videos, and help them grasp and strengthen major PPP concepts and frameworks by online discussion.	1, 2, 3, 4	
4	Case Studies and Presentations	Apply knowledge learned from the lectures to analyse assigned topics, discuss and present original ideas and findings on the specific topics.	1, 2, 3, 4	
5	Essay-writing	Conduct independent research and accomplish an individual essay on a real world issue in the area of PPP.	1, 2	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class Participation	1, 2, 3, 4	50	-	Yes
2	Case Studies and Presentations	1, 2, 3, 4	20	-	Yes
3	Individual Essay	1, 2	30	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Class Participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Engagement and individual contribution in the class and online discussion.

Test students' understanding of major concepts, principles, and models of PPP and their relationship with major governance issues and solutions encountered in the real world.

Excellent

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills.

Good

(B+, B, B-) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of principles/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills.

Fair

(C+, C, C-) Provides some arguments, cases, and conclusions to relevant topics in class, refers to related principles/ conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, but has difficulty in coming to a convincing conclusion. Satisfactory presentation skills.

Marginal

(D) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.

Failure

(F) Fail to participate in class.

Assessment Task

Case Studies and Presentations (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Evaluate students' ability to grasp the key points of practical PPP cases and express their own views on the rationality and outcome of these cases effectively and creatively.

Excellent

(A+, A, A-) Interesting and creative account of key issues and its relevance to real-life situations, excellent grasp of related principles/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B, B-) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of principles/ conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Fair

(C+, C, C-) Describes the key points and provides some arguments refers to related principles/conceptual framework and the relevance to real-life situations. Draws on points from prevalent models or conceptual frameworks, presents some arguments but has difficulty in finding a resolution and in coming to a convincing conclusion. Satisfactory presentation skills including reasonable eye-contact with audience, verbal delivery, visual aids and time management.

Marginal

(D) Presents enough to describe what the key points are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the case studies and presentations

Assessment Task

Individual Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Assess students' ability to demonstrate a sound knowledge of PPP practice and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured essay with balanced and compelling conclusions thoroughly grounded in the arguments presented.

Good

(B+, B, B-) The arguments demonstrate a good appreciation of the subject matter principles/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the case studies and of the ability to apply it. A well-structured, original essay with conclusions properly grounded in the arguments and convincingly justified.

Fair

(C+, C, C-) The arguments are relevant, accurate but they fall short of a comprehensive understanding of the subject matter principles/ conceptual framework and the contemporary context. Some evidence of learning from the case studies and of the ability to apply it. Fair justification of arguments and conclusions but little originality demonstrated. Essay structure needs improvement.

Marginal

(D) The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

Failure

(F) Little evidence of familiarity with the subject matter; Fail to submit the individual essay.

Assessment Task

Class Participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engagement and individual contribution in the class and online discussion. Test students' understanding of major concepts, principles, and models of PPP and their relationship with major governance issues and solutions encountered in the real world.

Excellent

(A+, A, A-) Provides interesting, complex, and creative arguments, cases, and conclusions to relevant topics in class, as in Good but stating a point of view in own voice and with originality, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills.

Good

(B+, B) Provides well-rounded arguments, cases, and conclusions to relevant topics in class, good grasp of principles/ conceptual framework and what questions need to be asked. Arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills.

Marginal

(B-, C+, C) Provides fragmented arguments, cases, and conclusions to relevant topics in class. Some points made but descriptive in nature, arguments unconvincing. Unsatisfactory presentation skills.

Failure

(F) Fail to participate in class.

Assessment Task

Case Studies and Presentations (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Evaluate students' ability to grasp the key points of practical PPP cases and express their own views on the rationality and outcome of these cases effectively and creatively.

Excellent

(A+, A, A-) Interesting and creative account of key issues and its relevance to real-life situations, excellent grasp of related principles/conceptual framework and what questions need to be asked. As in Good but stating a point of view in own voice and with originality. Conclusion leads to a novel conclusion, thoroughly grounded in the arguments and generating new issues. Excellent presentation skills including outstanding eye-contact with audience, verbal delivery, visual aids and time management.

Good

(B+, B) A well-rounded account of the key issues and its relevance to real-life situations, good grasp of principles/ conceptual framework and what questions need to be asked. Most/all relevant points drawn from prevalent models or conceptual frameworks, arguments balanced, creative, well-structured and convincing, leading to a well-reasoned conclusion. Effective presentation skills including good eye contact with audience, verbal delivery, visual aids and time management.

Marginal

(B-, C+, C) Presents enough to describe what the key points are about. Some points made but descriptive in nature, arguments unconvincing. Conclusion is incomprehensive and lacking in balance. Unsatisfactory presentation skills including poor eye contact with audience, verbal delivery, visual aids and time management.

Failure

(F) Fail to participate in class for the case studies and presentations

Assessment Task

Individual Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Assess students' ability to demonstrate a sound knowledge of PPP practice and its future development, and how that knowledge can be applied to solve real-world problems encountered effectively and creatively.

Excellent

(A+, A, A-) As in Good but with a higher degree of originality and internalization to form a well-defined perspective on the subject matter. Strong evidence of reflection on own position based on a comprehensive understanding of principles/ conceptual framework and the contemporary context. Generalizes principles, models or practices to generate new insights and questions. A soundly structured essay with balanced and compelling conclusions thoroughly grounded in the arguments presented.

Good

(B+, B) The arguments demonstrate a good appreciation of the subject matter principles/ conceptual framework and the contemporary context with indications of reflection on own position. Some new insights and questions offered with clear evidence of learning from the case studies and of the ability to apply it. A well-structured, original essay with conclusions properly grounded in the arguments and convincingly justified.

Marginal

(B-, C+, C) The arguments are relevant and accurate but isolated, addressing the subject matter only in part and lacking both a strong grounding in principles/ conceptual framework and understanding of the contemporary context. No originality, weak justification of conclusions and poorly structured.

Failure

(F) Little evidence of familiarity with the subject matter; Fail to submit the individual essay.

Part III Other Information

Keyword Syllabus

Public-private partnership (PPP);

Governance and provision of public goods;

PPP models for the provision of public goods;

Evolution and development of PPP models in China;

Infrastructure Real Estate Investment Trusts (REITs) and PPP;

PPP in digital age;

PPP for sustainable development from a global perspective.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	王天义，刘世坚等.《PPP：从理论到实践》，中信出版社，2018-10-01.
2	王天义，韩志峰，杨永恒等.《中国PPP年度发展报告（2017）》、《中国PPP年度发展报告（2019）》社会科学文献出版社.
3	E.S.萨瓦斯 著，周志忍等译.《民营化与公私部门的伙伴关系（中文修订版）》，人民大学出版社，2017-05-01.
4	王守清，王盈盈.《政企合作（PPP）：王守清核心观点》，中国电力出版社，2017-05-01.
5	王守清，柯永建.《特许经营项目融资(BOT、PFI和PPP)》，清华大学出版社，2008-07-01.
6	柯永建，王守清.《特许经营项目融资（PPP）：风险分担管理》，清华大学出版社，2010-03-01.
7	盛和太，王守清.《特许经营项目融资：PPP/BOT：资本结构选择》，清华大学出版社，2015-04-01.
8	王盈盈，冯珂，王守清.《特许经营项目融资(PPP)实务问答1000例》，清华大学出版社，2017-09-01.
9	韩志峰. (2017). 推动中国式PPP发展的十大重点问题. 建筑设计管理(05), 13-16.
10	王天义. (2016). 全球化视野的可持续发展目标与PPP标准：中国的选择. 改革(02), 20-34.
11	王天义. (2017). PPP的情怀与格局. 中国金融(08), 40-42.
12	Yang, Y. H. , Wang, Y. Y. , Wang, S. Q. , & Wang, Q. (2020). Promoting healthy and sustainable development of PPP in China, in Wang, T. Y. and Han, Z. F. ed. (2020) Annual Report on The Development of PPP in China, Berlin: Springer Nature, 2020, PP. 1-21.
13	Warsen, R. , Klijn, E. H. , & Koppenjan, J. (2019). Mix and match: how contractual and relational conditions are combined in successful public-private partnerships. Journal of Public Administration Research and Theory. 29(3), 375-393.
14	Wang, H. M. , Xiong, W. , Wu, G. D. , & Zhu, D. J. (2018). Public-private partnership in public administration discipline: a literature review. Public Management Review, 20(2), 293-316.

15	Yang, Y. H. , Hou, Y. L. , & Wang, Y. Q. (2013). On the development of public-private partnerships in transitional economies: an explanatory framework. <i>Public Administration Review</i> , 73(2), 301-310.
16	Van Slyke, D. M. (2007). Agents or stewards: using theory to understand the government-nonprofit social service contracting relationship. <i>Journal of Public Administration Research and Theory</i> ,17(2), 157-187.
17	Wang, S. Q. , Dulaimi, M. F. , & Aguria, M. Y. (2004). Risk management framework for construction projects in developing countries. <i>Construction Management and Economics</i> , 22(3), 237-252.
18	London, R. (2002). Tools for governing: privatization, public - private partnerships, and entrepreneurial management. <i>Public Administration Review</i> , 62(1), 118-123.