

FB6926P: DEVELOPMENT STRATEGY AND PLANNING

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Development Strategy and Planning

Subject Code

FB - College of Business (FB)

Course Number

6926P

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

This course aims to base on the history, current situation and future evolution trend of China's development planning, starting from defining the concept and connotation of planning and development planning, systematically sorting out the historical context and latest achievements of planning theory at home and abroad, Focusing on planning function positioning, planning concept, The planning system, compilation procedures, implementation mechanism, planning evaluation and other core content will be shared and discussed, and the thinking and direction of China's planning system reform will be expected in the future.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the history, current status, and future trends of China's development planning.	20	x	x	
2	Define the concepts and connotations of planning and development planning, systematically sorting out the historical context and latest achievements of domestic and foreign planning theories.	40	x	x	x
3	Analyze the concepts and trajectory of prospective reforms within China's planning system by planning function positioning, planning concepts, planning systems, formulation procedures, implementation mechanisms, planning evaluation and conduct sharing and discussions	40	x	x	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 recognize the related concepts and principles.	1, 2, 3	
2	Readings and case study	Consolidate the understanding on lecture information by reading books, articles, reports and official documents.	1, 2, 3	

3	Discussion Sharing and Group Presentation	Strengthen major concepts and frameworks by discussion.	1, 2	
4	Essay-writing	Conduct independent research and accomplish an individual essay on a specific topic with a thoughtful integration of the readings and arguments presented in class.	2, 3	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Class Participation and Discussion	1, 2, 3	30	-	Yes
2	Case Study	1, 2, 3	20	-	Yes
3	Group Presentation	1, 2	20	-	Yes
4	Written Assignment	2, 3	30	-	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

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

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

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

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

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 lectures 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 and Discussion (for students admitted from Semester A 2022/23 to Summer Term 2024)

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

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

Written Assignment (for students admitted from Semester A 2022/23 to Summer Term 2024)

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 lectures 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

This course will be based on the history, current status, and future trends of China's development planning. It will start by defining the concepts and connotations of planning and development planning, systematically sorting out the historical context and latest achievements of domestic and foreign planning theories. It will focus on core content such as planning function positioning, planning concepts, planning systems, formulation procedures, implementation mechanisms, planning evaluation, and conduct sharing and discussions, looking ahead to the ideas and directions of future reforms in China's planning system.

Reading List

Compulsory Readings

Title	
1	杨永恒著，《发展规划：理论、方法和实践》，北京：清华大学出版社，2012 年

Additional Readings

Title	
1	杨伟民等著，《新中国发展规划 70 年》，北京：人民出版社，2019 年
2	杨伟民主编，《发展规划的理论和实践》，北京：清华大学出版社，2010 年
3	杨永恒、陈升著，《现代治理视角下的发展规划——理论、实践和前瞻》，北京：清华大学出版社，2019 年
4	美国国际城市（县）管理协会、美国规划协会等著，张永刚、施源、陈贞译，《地方政府规划实践》，中国建筑工业出版社，2006 年
5	王绍光、鄢一龙：《大智兴邦—中国五年规划的制定》，北京：中国人民大学出版社，2015 年。（出版俄文版、白俄罗斯语版）
6	胡鞍钢、鄢一龙、周绍杰等：《"十三五"大战略》，杭州：浙江人民出版社，2015 年

7	鄢一龙,《目标治理:看得见的五年规划之手》,北京:中国人民大学出版社,2013年
8	韩博天,奥利佛·麦尔敦,"规划——中国政策的核心机制",《开放时代》,2013年第6期,8-31页
9	杨伟民,"改革规划体制 更好发挥规划战略导向作用",《中国行政管理》,2019年第8期,6-8页
10	杨永恒,"发展规划定位的理论思考",《中国行政管理》,2019年第8期,9-11页
11	董煜,"完善和创新五年规划编制的几点思考",《中国行政管理》,2019年第8期,12-14页
12	陈升,刘泽,杨永恒,吕俊,"基层知识型公共政策决策机制理论建构——基于B县"十三五"规划编制的案例研究",《公共管理学报》,2018年第7期,1-15页
13	鄢一龙,吕捷,胡鞍钢,"整体知识与公共事务治理:理解市场经济条件下的五年规划",《管理世界》,2014年第12期,70-78页
14	王绍光,鄢一龙,胡鞍钢,"中国中央政府‘集思广益型’决策模式——国家‘十二五’规划的出台",《中国软科学》,2014年第6期,1-16页
15	鄢一龙、王绍光、胡鞍钢,"中国中央政府决策模式演变—以五年计划编制为例",《清华大学学报》,2013年第3期,114-122页
16	胡鞍钢、鄢一龙、吕捷,"从经济指令计划到发展战略规划:中国五年计划转型之路(1953-2009)",《中国软科学》,2010年第8期,14-24页