

PIA6202: EVIDENCE-BASED POLICY AND PRACTICE

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Evidence-based Policy and Practice

Subject Code

PIA - Public and International Affairs

Course Number

6202

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

POL6202 Evidence-based Policy and Practice

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-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

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 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.	1, 2	

2	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.	2, 3	
---	---------------------	--	------	--

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group paper (policy memo)	1, 2, 3	50	
2	Take-home test	2, 3	50	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

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

Criterion

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.

Excellent

(A+, A, A-) 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.

Very strongly developed skills in research, writing, team-work and in oral presentations and communication.

Good

(B+, B, B-) 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.

Generally competent in research, writing, team-work and in oral presentations and communication.

Fair

(C+, C, C-) 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, team-work, oral presentation and communication skills present, but not much higher than minimum standards.

Marginal

(D) 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 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.

Failure

(F) 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.

Inadequate competence in research, writing, team-work and in oral presentations and communication.

Assessment Task

Take-home test (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

1. knowledge of key theories, methods and practices taught in the course
2. ability to discuss relative strengths and limitations of different methods.

Excellent

(A+, A, A-) An excellent standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Good

(B+, B, B-) A generally good standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Fair

(C+, C, C-) Rudimentary standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Marginal

(D) Poor knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Failure

(F) Almost no knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Assessment Task

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

Criterion

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.

Excellent

(A+, A, A-) 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.

Very strongly developed skills in research, writing, team-work and in oral presentations and communication.

Good

(B+, B) 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.

Generally competent in research, writing, team-work and in oral presentations and communication.

Marginal

(B-, C+, C) 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, team-work, oral presentation and communication skills present, but not much higher than minimum standards.

Failure

(F) 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.

Inadequate competence in research, writing, team-work and in oral presentations and communication.

Assessment Task

Take-home test (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

1. knowledge of key theories, methods and practices taught in the course
2. ability to discuss relative strengths and limitations of different methods.

Excellent

(A+, A, A-) An excellent standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Good

(B+, B) A generally good standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Marginal

(B-, C+, C) Rudimentary standard of knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Failure

(F) Almost no knowledge of course materials, and ability to compare and evaluate between various theories, approaches and ideas.

Part III Other Information

Keyword Syllabus

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.

Reading List

Compulsory Readings

Title	
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

Additional Readings

Title	
1	Various readings provided directly to students during the course