

## REGULATIONS FOR THE DEGREE OF MASTER OF GLOBAL PUBLIC POLICY (MGPP)

*These regulations apply to students admitted to the curriculum of Master of Global Public Policy in the academic year 2016-17 and thereafter.*

*(See also General Regulations and Regulations for Taught Postgraduate Curricula)*

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

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### Definitions

MGPP 1. For the purpose of regulations and syllabuses for all applicable curricula as specified in these regulations unless otherwise defined —

‘Taught postgraduate qualifications’ in these regulations include taught master’s degrees, postgraduate diplomas, postgraduate certificates, and advanced diplomas.

An ‘academic year’ normally comprises two semesters. The first semester normally commences in September and ends in December, and the second semester normally commences in January and ends in May/June, with the actual dates to be prescribed by the Senate unless otherwise permitted. It includes, if appropriate and normally at the end of each semester, a period during which candidates are assessed. For some curricula, a ‘summer semester’ may be organized in addition to the two semesters.

A ‘summer semester’ normally comprises seven to eight weeks of intensive timetabled teaching and assessment to commence after the end of the second semester assessment period, and to conclude about one week before the start of the next academic year.

The ‘maximum period of registration’ is equivalent to a period which comprises up to two additional years beyond the curriculum’s normative period of study as specified in the curriculum regulations.

‘Taught postgraduate curriculum’ means the entire study requirements for the award of a taught postgraduate qualification.

‘Course’ means a course of study, with a credit value expressed as a number of credit-units as specified in the syllabuses for a curriculum.

‘Capstone experience’ refers to one or more courses or other forms of study within the discipline or field of study which are approved by the Board of the Faculty for the purpose of integrating knowledge and skills acquired, and which are prescribed in the syllabuses of the curriculum.

‘Syllabus’ means courses taught by departments, centres, and schools, offered under a curriculum.

‘Prerequisite’ means a course or a group of courses which candidates must have completed successfully or a requirement which candidates must have fulfilled before being permitted to take the course in question.

‘Corequisite’ means a course which candidates must take in conjunction with the course in question.

‘Credits’ or ‘credit-units’ means the value assigned to each course to indicate its study load relative to the total study load under a curriculum. The study load refers to the hours of student learning activities and experiences, both within and outside the classroom, and includes contact hours and time spent on assessment tasks and examinations. Candidates who satisfactorily complete courses with a credit value earn the credits assigned to these courses.

‘Grade Points’ are standardized measurements of candidates’ academic achievement in courses taken to satisfy the requirements of the curriculum and are expressed as a scale corresponding to the letter grades system prescribed in these regulations.

‘Grade Point Average’ or ‘GPA’ is a numerical measure of a candidate’s academic achievement over a specified period of time. All courses attempted (including failed courses) are counted towards the GPA, except for those which are not graded on the prescribed letter grades and grade points system and such other courses as stipulated in these regulations. Each relevant course attempted (including each failed course) is assigned a numerical value, with all courses carrying equal weighting. This numerical value is the product of grade points earned for the course and the credit value of that course.

The ‘Grade Point Average’ is the sum of these numerical values divided by the total number of credits attempted:

$$\text{GPA} = \frac{\sum_i \text{Course Grade Point} \times \text{Course Credit Value}}{\sum_i \text{Course Credit Value}}$$

(where ‘i’ stands for all relevant passed and failed courses taken by the student over a specified period)

‘Semester Grade Point Average’ or ‘Semester GPA’ is the GPA in respect of all relevant courses attempted by a candidate (including failed courses) during a given semester.

‘Year Grade Point Average’ or ‘Year GPA’ is the GPA in respect of all relevant courses attempted by a candidate (including failed courses) during a given academic year.

‘Cumulative Grade Point Average’ or ‘Cumulative GPA’ is the GPA in respect of all relevant courses attempted by a candidate (including failed courses) at the time of calculation.

‘Assessment’ refers to judgment about the quality and extent to which a student has achieved the stated learning objectives or learning outcomes. It includes all types of assessment activities which allow for such a judgment to be made. For the purpose of interpreting the relevant provisions of the Ordinance and the Statutes and where appropriate, reference to ‘examination’ or ‘examinations’ in the Ordinance and the Statutes shall include and cover all forms of ‘assessment’ and its related processes.

A ‘transcript’ refers to a transcript of the record of study of a candidate, issued by the Registry of the University.

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## Admission requirements

MGPP 2. To be eligible for admission to the courses leading to a taught postgraduate qualification, a candidate:

- (a) shall comply with the General Regulations;
- (b) shall comply with the Regulations for Taught Postgraduate Curricula;
- (c) shall hold a Bachelor’s degree of this University or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;
- (d) shall satisfy any other admission requirements which may be prescribed from time to time for the relevant curriculum;
- (e) have at least five years of relevant working experience in public policy field; and
- (f) for a candidate who is seeking admission on the basis of a qualification from a university or comparable institution outside Hong Kong of which the language of teaching and/or examination is not English, shall satisfy the University English language requirement applicable to high degrees as prescribed under General Regulation G2(b).

An application for exemption from the above requirements shall be considered on a case by case basis.

MGPP 3. Candidates who do not hold a Bachelor's degree with honours of this University or another qualification of equivalent standard may in exceptional circumstances be permitted to register in the fields as prescribed in the syllabuses if they demonstrate adequate preparation for studies at this level and satisfy the examiners in a qualifying examination.

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### **Qualifying examination**

MGPP 4.

- (a) A qualifying examination may be set to test the candidates' formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent.
  - (b) Candidates who are required to satisfy the examiners in a qualifying examination shall not be permitted to register until they have satisfied the examiners in the examination.
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### **Period of study**

MGPP 5. The period of study of the curriculum shall be specified in the regulations governing the curriculum. To be eligible for award of the taught postgraduate qualification, a candidate shall fulfill all curriculum requirements within the maximum period of registration, unless otherwise permitted or required by the Board of the Faculty.

MGPP 6. The curriculum for the degree of MGPP shall normally require 15 months of full-time study and extend over a maximum of two academic years, unless otherwise required or permitted by the Board of the Faculty.

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### **Progression in curriculum**

MGPP 7.

- (a) Candidates shall normally be required to undertake a combination of courses and study requirements as prescribed in the curriculum regulations and syllabuses, and in the manner as specified therein, unless otherwise permitted or required by the Board of the Faculty.
  - (b) Candidates may, with the approval of the Board of the Faculty, transfer credits for courses completed at other institutions during their candidature. The number of transferred credits may be recorded in the transcript of the candidate, but the results of courses completed at other institutions shall not be included in the calculation of the GPA. The combined total number of credits to be granted for Advanced Standing and credit transfer shall not exceed half of the total credits normally required under the curricula of the candidates during their candidature at the University.
  - (c) Unless otherwise permitted by the Board of the Faculty, candidates shall be recommended for discontinuation of their studies if they have
    - (i) failed to satisfy the examiners in a manner which in accordance with the curriculum regulations shall lead to a recommendation for discontinuation of studies, or
    - (ii) exceeded the maximum period of registration specified in the regulations of the curriculum.
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## Requirements for graduation

MGPP 8. The period of study of the curriculum shall be specified in the regulations governing the curriculum. To be eligible for award of the taught postgraduate qualification, a candidate shall fulfill all curriculum requirements within the maximum period of registration, unless otherwise permitted or required by the Board of the Faculty.

MGPP 9. To be eligible for the award of the degree of MGPP, candidates shall

- (a) comply with the General Regulations and Regulations for Taught Postgraduate Curricula; and
- (b) complete the curriculum by
  - (i) following courses of instruction and complete satisfactorily all prescribed written work;
  - (ii) satisfying the examiners in all prescribed courses and in any prescribed form of examination.

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## Exemption

MGPP 10. Candidates may be exempted, with or without special conditions attached, from the requirement prescribed in the regulations and syllabuses governing the curriculum with the approval of the Board of the Faculty, except in the case of a capstone experience. Approval for exemption of a capstone experience may be granted only by the Senate with good reasons. Candidates who are so exempted must replace the number of exempted credits with courses of the same credit value.

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## Assessment

MGPP 11.

- (a) Candidates shall be assessed for each of the courses for which they have registered, and assessment may be conducted in any combination of continuous assessment of coursework, written examinations and/or any other assessable activities. Only passed courses will earn credits.
  - (b) Candidates shall not be permitted to repeat a course for which they have received a passing grade for the purpose of upgrading.
  - (c) Candidates are required to make up for failed courses in the following manner as prescribed in the curriculum regulations
    - (i) undergoing re-assessment/re-examination in the failed course to be held no later than the end of the following semester (not including the summer semester); or
    - (ii) re-submitting failed coursework, without having to repeat the same course of instruction; or
    - (iii) repeating the failed course by undergoing instruction and satisfying the assessments.
  - (d) There shall be no appeal against the results of examinations and all other forms of assessment.
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## Grading systems

MGPP 12. Individual taught postgraduate courses shall be graded according to one of the following grading systems as determined by the Board of Examiners:

- (a) Letter grades, their standards and the grade points for assessment as follows:

<i>Grade</i>		<i>Standard</i>	<i>Grade Point</i>
A+	}	Excellent	4.3
A			4.0
A-			3.7
B+	}	Good	3.3
B			3.0
B-			2.7
C+	}	Satisfactory	2.3
C			2.0
C-			1.7
D+	}	Pass	1.3
D			1.0
F		Fail	0

or

- (b) 'Distinction', 'Pass' or 'Fail', or  
(c) 'Pass' or 'Fail'.

Courses which are graded according to (b) and/or (c) above will not be included in the calculation of the GPA.

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## Examination

MGPP 13. Candidates who have failed to satisfy the examiners at their first attempt in not more than half of the number of courses to be examined, whether by means of written examination papers or coursework assessment, during any of the academic years of study, may be permitted to present themselves for re-examination in the course or courses of failure, with or without repeating any part of the curriculum; or

MGPP 14. Subject to the provision of Regulation MGPP 9(b)(ii), candidates who have failed to present a satisfactory capstone project may be permitted to submit a new or revised capstone project within a specified period.

MGPP 15. Candidates who are unable because of their illness to be present for one or more papers in any written examination may apply for permission to present themselves at a supplementary examination to be held before the beginning of the following academic year. Any such application shall be made on the form prescribed within two weeks of the first day of the candidates' absence from the examination.

MGPP 16. Candidates who  
(a) are not permitted to present themselves for re-examination in any written paper or any course examined by means of coursework assessment, or in field work or practical work in which they have failed to satisfy the examiners and are not permitted to repeat a year of the curriculum under Regulation MGPP 13; or

(b) have failed to satisfy the examiners in any written paper or any course examined by means of coursework assessment at a second attempt; may be required to discontinue their studies.

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### **Classification of awards**

MGPP 17. On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction in accordance with the curriculum regulations, where applicable.

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## **SYLLABUSES FOR THE DEGREE OF MASTER OF GLOBAL PUBLIC POLICY**

### **Objectives and curriculum structure**

The MGPP is designed for professionals in public, private and social sectors around the world who have substantial experience in relevant professions and are eager to understand and creatively solve complex policy problems. The comprehensive and rigorous curriculum responds to a growing recognition of the crucial importance of sound public policies at local, national and international levels. It also situates public policy in a broader context to include effective public sector interventions and collaboration with the business and nonprofit sectors, and civil society. Through this curriculum, we aim to:

- enhance the capacity of the students in navigating the increasingly globalized and complex policy world;
  - extend students' knowledge of current policy issues across sectors in local, regional and global contexts confronting policy leaders, and to create positive changes in the sector through policy advocacy and other strategic actions;
  - prepare students to synthesize academic rigor of policy studies and evidence-based policy practices, solid training in analytical skills, and an emphasis on social innovation and impact to achieve more effective leadership for public policy;
  - nurture students to become all-around policy entrepreneurs in developing and implementing evidence-based policies that are socially inclusive, context sensitive, economically efficient, environmentally sustainable and institutionally feasible; and
  - empower students to reflect upon key policy problems facing their organizations and to apply analytical competencies to help organizations position themselves in the complex policy world.
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### **ASSESSMENTS**

To complete the curriculum, candidates shall satisfy the examiners in the assessments of courses. Candidates may be assessed by continual coursework assessment, written examinations, or a combination of both. The grading system with fine grades ( i.e. A+, A, A-, B+, B, B-, C+, C, C- ,D+, D and F) will be adopted for this curriculum.

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### **CURRICULUM**

The curriculum shall extend over not less than one and not more than two academic years of full-time study; inclusive of summer semester, if any.

Candidates must complete 10 courses and 1 capstone project in order to receive the Master of Global Public Policy degree.

## Compulsory courses

Candidates shall complete the following courses.

1. MGPP6500 Global Policy Challenges and Solutions – Incoming cohort (6 credits)
2. MGPP6501 Global Policy Challenges and Solutions – Outgoing cohort (6 credits)
3. MGPP6510 Economic Foundations for Public Policy (9 credits)
4. MGPP6520 Leadership in Public-Private Partnerships (6 credits)
5. MGPP6530 Art and Craft of Public Policy Analysis (3 credits)
6. MGPP6540 Comparative Institutions and Policy Context (9 credits)
7. MGPP6550 Quantitative Methods for Public Policy (9 credits)
8. MGPP6560 Methods for Policy Evaluation (9 credits)
9. MGPP6570 Institutions and Policy Processes (9 credits)
10. MGPP6580 Policy Challenges in International Development (9 credits)
11. MGPP6600 Public Policy Capstone (9 credits)

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## COURSE DESCRIPTIONS

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### *Compulsory Courses (complete all the following 10 courses)*

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#### **MGPP6500 Global Policy Challenges and Solutions – Incoming cohort (6 credits)**

This two unit course – offered at the beginning of the full program of study – is paired with its companion course, MGPP6501 “Global Policy Challenges and Solutions – Outgoing cohort”, which is offered at the conclusion. These paired courses have a shared purpose, which is to engage students directly in public policy issues through informed discourse and debate. The second course in the sequence, MGPP6502 “Global Policy Challenges and Solutions – Outgoing cohort”, allows course participants to revisit many of the same topics they had studied earlier, but with the benefit of an intervening year of programmatic study.

Students will tackle head-on major public policy issues of the day. These include:

- Climate Change – Methods of mitigation and adaptation
- Social Justice – Addressing persistent economic and social exclusion
- Global Development – Fostering sustainable and equitable growth
- Financial Crises – Ensuring public and private sector fiscal viability
- Urbanization – Managing rapidly growing cities

Assessment: 100% coursework.

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#### **MGPP6501 Global Policy Challenges and Solutions – Outgoing cohort (6 credits)**

This two unit course – offered at the conclusion of the full program of study – is paired with its companion course, MGPP6500 “Global Policy Challenges and Solutions – Incoming cohort”, which is offered at the beginning. These paired courses have a shared purpose, which is to engage students directly in public policy issues through informed discourse and debate. This second course in the sequence allows course participants to revisit many of the same topics they had studied earlier, but with the benefit of an intervening year of programmatic study.

Assessment: 100% coursework.

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#### **MGPP6510 Economic Foundations for Public Policy (9 credits)**

This course will provide students with the microeconomic foundations required to conduct analysis of public sector problems. Students will learn how markets work, including lessons on producer and consumer theory. Concepts of private and social efficiency will also be addressed. In the class, students will conduct discussions of macroeconomic concepts of inflation, unemployment, growth, interest rates, and why they are important to those who work in or interact with the public sector.

Students will gain knowledge of an analytic foundation for understanding the role that the public sector plays

in markets that are not efficient. It will highlight areas of the economy that typically exhibit market failure, i.e., instances in which the market fails to allocate resources efficiently. In many cases, these can be mitigated by the intervention of government or by establishing/strengthening the market. Case studies from the U.S., China and elsewhere will be illustrated throughout the class to demonstrate how each of the major principles can be applied to public policy areas such as healthcare, housing, transportation, land use, energy and environmental issues.

Assessment: 50% coursework, 50% examination.

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### **MGPP6520 Leadership in Public-Private Partnerships (6 credits)**

This course will focus on issues that arise when the public, not-for-profit and for-profit sectors collaborate to address societal challenges. Of particular interests are leadership modalities and the organizational mechanisms in play across the public, private and not-for-profit sectors. Through analyses and application, students will acquire an understanding of leadership and followership in cross-sectoral settings, and gain skills and insights into organizational and institutional designs, problem solving, negotiation, and conflict resolution.

This course will develop students' ability to play across sectors and place-based approaches, not only domestically, but also globally. It will help build students' skills and knowledge to design, manage, navigate, evaluate and lead programs, policies, initiatives, and projects that have intersectoral dimensions.

Assessment: 100% coursework.

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### **MGPP6530 Art and Craft of Public Policy Analysis (3 credits)**

This course discusses the foundations of public policy as a profession, and develops basic skills in policy analytic reasoning, policy design, normative analysis and ethics, and argumentation. The goal is to help students understand the complexities of public policy analysis and the value tradeoffs associated with problem solving in a political world that is crisis oriented, cacophonous, and "irrational".

The curriculum is structured to orient students to the professional role of the policy analyst, with particular attention to policy design, use of evidence in policy debate, and the value implications of policy choice. Specific learning objectives include:

- Issue Diagnosis. Be able to parse out the complex dimensions of a policy issue, frame problems in a manner that permits remediation, and identify the diverse value underpinnings and public interests associated with policy problems.
- Policy design skills. Assess the strengths and weaknesses of various instruments for achieving policy aims. These include approaches such as direct service provision, grants to governments or individuals, tax expenditures, regulation, and creation of markets/property rights.
- Valuation and ethics. Confront the nuances of normative considerations brought to bear in the analytic process (e.g., equity, efficiency, feasibility). Come to terms with the difficult tradeoffs – political, economic, and ethical – involved in making policy choices.
- Tradecraft. Polish skills required for effective policy leadership, including: (1) research and critical reasoning; (2) application of strategic analysis; and (3) professional writing and speaking skills.

Assessment: 100% coursework.

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### **MGPP6540 Comparative Institutions and Policy Context (9 credits)**

This course introduces participants to theoretical and practical global models of development through a series of country-specific case studies. It explores how political institutions differ and evolve from one country to the next, and the relative strengths and weakness of each type of political system. Specifically, this course explores how institutions influence development, both directly and through impact on policy. Students in this course develop a deep understanding of the historical underpinnings that have led to the current states of development across countries, as well as the social, political and economic pressures that continue to shape the field of international development. The overall objective of the course is for students to critically assess why and how international development has evolved into what it is today, and ultimately to be able to formulate and defend systematic solutions to global underdevelopment.

Students will develop a deep understanding of the historical and political influences that have molded



international development into what it is today. They will understand how and why policy problems persist, as well as the policy instruments and institutions that have evolved in response to these issues.  
Assessment: 100% coursework.

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### **MGPP6550 Quantitative Methods for Public Policy (9 credits)**

Students in this course will learn the foundations of data-based argumentation, specifically in regards to public policy in an international context. This course combines economic theory and statistical inference methods to estimate the relationship between economic, social and political variables. Students will develop an increased awareness of the various tools available to analyze data and policies, as well as the skills necessary to utilize these tools.

Students in this course will also become familiar with both Excel and R. They will learn the overall structure of these languages, the strengths and weaknesses of the programs, plotting distributions, and how to analyze and interpret univariate, bivariate, and multivariate statistics. These techniques will allow students to effectively and critically analyze international policy. Relevant case studies regarding policy issues in international development will be presented throughout the course.  
Assessment: 65% coursework, 35% examination.

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### **MGPP6560 Methods for Policy Evaluation (9 credits)**

This course focuses on the methods utilized in the analysis of public policy choices. It specifically explores the application of cost-benefit analysis to past, current, and prospective policies in the international development field. Topics covered social welfare and ethical considerations in policy analysis, financial analysis, alternatives to cost-benefit analysis in decision-making, predicting and measuring behavior, market and non-market valuation, and decision analysis. Students in this course will ultimately be able to apply econometric methods to value and predict globally-oriented policy choices and impacts.  
Assessment: 70% coursework, 30% examination.

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### **MGPP6570 Institutions and Policy Processes (9 credits)**

This course engages participants in critical reflection and analysis of the manner in which institutions, policy actors, and political/organizational processes influence policy change. It provides an introduction to the key stages through which public problems are recognized, channeled into the political process, and then formulated and implemented as policy responses. Through application of theoretical concepts to historical and current policy cases, participants will develop the capacity to assess factors that influence policy formulation and implementation, and to conduct strategic analyses of political/organizational opportunities and constraints.  
Assessment: 100% coursework.

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### **MGPP6580 Policy Challenges in International Development (9 credits)**

This course deepens students' understanding of the current and historical challenges in international development within a policy context. Students are introduced to the major theories of development, as well as to the historical background and current issues in the international development field. Major theories explored span from classical economics to modernization, from Marxism to neoliberalism, and from postcolonialism to gender in development theory. These theoretical foundations are supported by and explored through case studies from international development sectors that are currently on the policy agenda of international institutions and actors. The role of major international agencies such as the United Nations, World Bank, World Trade Organization, and United States Agency for International Development are addressed through articles produced by the organizations themselves, as well as those produced by critical third parties. Finally, students develop their own analysis of a current development issue within a selected country using the theoretical frameworks presented in class.  
Assessment: 100% coursework.

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*Capstone Project (Compulsory)*

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**MGPP6600 Public Policy Capstone (9 credits)**

This Capstone course is intended as a culminating experience prior to graduating from the MGPP program. It is designed in such a way that it (1) gets the students out of their comfort zone, (2) has a comparative element, (3) is international in orientation, (4) is able to make meaningful contributions to real-life problem-solving, (5) focuses on client-based team projects, and (6) is context-sensitive. Indeed, these are the hallmarks of the kinds of aptitudes and wherewithal that the program is intended to foster.

Students will learn to work on a specific, client oriented public policy issue, assess policy alternatives, write an official report, communicate their findings and recommendations to the client, and stand prepared to defend and explain their policy prescriptions to a panel of experts. Moreover, students will also learn how to collaborate on diverse teams using a variety of global communication and working platforms as well as to learn how to work across international boundaries, both in terms of the topics being addressed and also through collaborating with colleagues from abroad. This also helps students incorporate an international perspective on and context for public policy formulation and implementation. Students are required to present well-researched professional reports of not less than 15,000 words in total.

Assessment: 100% coursework.