

REGULATIONS FOR THE DEGREE OF MASTER OF GOVERNANCE AND POLICY (MGP)

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

These regulations apply to candidates admitted to the Master of Governance and Policy in the academic year 2026-27 and thereafter.

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.

MGP 1. Admissions requirements

To be eligible for admission to the courses leading to the degree of Master of Governance and Policy, candidates

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula;
- (b) shall hold
 - (i) a Bachelor's degree of this University; or
 - (ii) another qualification of equivalent standard from this University or from another University or comparable institution accepted for this purpose;
- (c) who are 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 higher degrees as prescribed under General Regulation G2(b);
- (d) preferably have a minimum of three years of professional working experience; and
- (e) shall satisfy the examiners in a qualifying examination if required.

MGP 2. Qualifying examination

- (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 and may include a project report.
- (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.

MGP 3. Award of degree

To be eligible for the award of the degree of Master of Governance and Policy, candidates

- (a) shall comply with the General Regulations and the Regulations for Taught Postgraduate Curricula; and
- (b) shall complete the programme as prescribed in the syllabuses and satisfy the examiners in accordance with the regulations set out below.

MGP 4. Period of study

- (a) The curriculum shall normally extend over one academic year of full-time study, with a maximum period of registration of two academic years of full-time study.
 - (b) Candidates shall not be permitted to extend their studies beyond the maximum period of two academic years of full-time study unless otherwise permitted or required by the Board of Studies of the School.
-

MGP 5. Advanced Standing

Advanced Standing may be granted to candidates in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. The number of credits to be granted for Advanced Standing shall be determined by the Board of Studies of the School, in accordance with the following principles:

- (a) a candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate; and
 - (b) credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of Studies of the School but recorded on the transcript of the candidate.
-

MGP 6. Exemption

- (a) 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 Studies of the School, except in the case of a capstone experience.
 - (b) 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.
-

MGP 7. Completion of curriculum

To complete the curriculum, candidates

- (a) shall satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
 - (b) follow the courses of instruction and complete satisfactorily all prescribed work of courses as prescribed in the syllabuses;
 - (c) shall complete and present a satisfactory capstone project as prescribed in the syllabuses;
 - (d) shall satisfy the examiners in all prescribed courses and in any prescribed form of assessment; and
 - (e) have achieved a cumulative GPA of 2.0 or above.
-

MGP 8. Capstone project

- (a) Subject to provision of Regulation MGP7(c), the title of the capstone project shall be submitted for approval by not later than December 15 of the final academic year in which the teaching programme ends and the capstone project shall be presented by a date as prescribed in the syllabuses.
 - (b) Candidates shall submit a statement that the capstone project represents their own work after registration as candidates for the degree.
-

MGP 9. Assessment

- (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 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 make up for the failed course(s) in the following manner:
 - (i) undergoing re-assessment/re-examination in the failed course at a specified subsequent date;
 - (ii) re-submitting failed coursework, without having to repeat the same course of instruction;
 - (iii) repeating the failed course by undergoing instruction and satisfying the assessments;or
 - (iv) for elective courses, taking another course in lieu and satisfying the assessment requirements;
- (d) Subject to the provision of Regulation MGP7(c), candidates who have failed to present a satisfactory capstone project may be permitted to submit a new or revised dissertation or capstone project within a specified period;
- (e) Candidates who are unable because of their illness to be present at the written examination of any course may apply for permission to present themselves at a supplementary examination of the same course to be held before the beginning of the following academic year. Any such application shall be made on the form prescribed within seven calendar days of the first day of the candidate's absence from any examination. Any supplementary examination shall be part of that academic year's examinations, and the provision made in the regulations for failure at the first attempt shall apply accordingly;
- (f) There shall be no appeal against the results of examinations and all other forms of assessment; and
- (g) Candidates shall be recommended for discontinuation of their studies if they:
 - (i) are not permitted to present themselves for re-assessment/re-examination in any failed course(s) or to repeat the failed course(s) or take another course in lieu under Regulation MGP9(c); or
 - (ii) have failed to satisfy the examiners in any course(s) at a second attempt; or
 - (iii) are not permitted to submit a new or revised capstone project under Regulation MGP9(d); or

- (iv) have failed to submit a satisfactory new or revised capstone project under Regulation MGP9(d); or
 - (v) have exceeded the maximum period of registration.
-

MGP 10. Grading system

Individual course shall be graded according to the following grading systems:

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

Grade	Standard	Grade Point
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) “Pass” or “Fail”
(Courses graded according to (b) shall not be included in the calculation of the GPA)
-

MGP 11. Classification of awards

On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates’ degree diploma.

SYLLABUSES FOR THE DEGREE OF MASTER OF GOVERNANCE AND POLICY (MGP)

These syllabuses apply to candidates admitted to the Master of Governance and Policy in the academic year 2026-27 and thereafter.

The School of Governance and Policy offers a postgraduate programme leading to the degree of Master of Governance and Policy. The programme shall extend over not less than one and not more than two academic years of full-time study.

CURRICULUM

To complete the Master of Governance and Policy programme, candidates are required to complete a total of 66 credits. This comprises 36 credits of compulsory courses, 18 credits of elective courses, and a 12-credit capstone project. The compulsory courses provide a comprehensive and integrated foundation in governance and policy, while the elective courses offer an interdisciplinary perspective on a variety of topics and contemporary issues in public policy. The capstone project allows candidates to gain practical experience and undertake evidence-based policy analysis on a selected topic.

Compulsory Courses

Candidates shall complete all compulsory courses of the following list:

- MGAP7001. Public Governance and Policy Implementation: Comparative Perspective (6 credits)
- MGAP7002. Economics Lessons from Turning Points and Crises (6 credits)
- MGAP7003. Trust, Governance and Leadership (6 credits)
- MGAP7004. Chinese Leadership and Governance (6 credits)
- MGAP7005. Geoeconomics in a Multipolar World (6 credits)
- MGAP7006. Political Ethics in China and the World: Ancient and Modern Perspectives on Public Policy (6 credits)

Elective Courses

Candidates shall complete at least three elective courses from the following lists, with at least one elective course elected from Method and Data Analysis:

Method and Data Analysis

- MGAP7109. Governance and Policy: A Simulation Lab for Next Generation Leaders (6 credits)
- MGAP7111. Programme Evaluation in Social and Health Policy (6 credits)
- ECON6095. Programme Evaluation for Policy Makers (6 credits)
- ECON6117. AI-Enabled Economic Policy Research (6 credits)

Sustainability

- MGAP7108. Governing Sustainability: Comparative Policy, Regulatory Statecraft and Capital Markets (6 credits)

Social and Cultural Policy

MGAP7202. Comparative Policy Analysis (6 credits)

Economic and Monetary Policy

MGAP7103. Economic Policy and the World Economy (6 credits)

MGAP7110. Foundation of International Macroeconomics, Finance, and Policy (6 credits)

AI Governance and Policy

MGAP7104. Introduction to Geopolitics, AI and Technology (6 credits)

Global Governance

MGAP7106. Global Macro Policy and Governance (6 credits)

MGAP7107. Selected Topics in Global Governance (6 credits)

Field Trip

MGAP7201. Experiential Learning in Asia and the World (6 credits)

Capstone Project

Candidates shall complete the following capstone experience course:

MGAP8001. Capstone Project (12 credits)

Not all the courses listed in the syllabuses will necessarily be offered each academic year.

COURSE DESCRIPTION

Compulsory Courses

MGAP7001. Public Governance and Policy Implementation: Comparative Perspective (6 credits)

The governmental sector constitutes a substantial portion of a nation's GDP. This course offers a systematic understanding of public sector governance, policy design, implementation, accountability, and innovation. We will examine the division of governmental responsibility between the national and subnational levels, public-private partnership, innovative strategies, selective policy instruments, and public participation in the decision-making process. The course will draw on analytical perspectives in social sciences, policy studies, and reports by governmental, global, research organisations to examine how public policy is designed and implemented and the extent to which they meet intended policy goals.

We will critically review the effectiveness of governance in particular settings, using concrete initiatives in both domestic and global policy domains. How does government make decisions? How do we assess governing capabilities and performance? How do local, state, and national government coordinate their policy responsibilities? What role do non-governmental stakeholders play? What policy instruments does government utilise to foster accountability, innovation, and equity? What works in public agencies?

In addressing these questions, students in this course will develop an understanding and the skills to identify, communicate, and analyse the structure and process of public governance. This course will critically review the structure and dynamics of the system of governance from a comparative perspective, differentiating between federal and unitary systems. Students will apply analytical approaches to examine the implementation of governing practices and policy strategies in specific context. Throughout the course, we will invite experienced policy practitioners to share their insights.

Assessment: 100% coursework

MGAP7002. Economics Lessons from Turning Points and Crises (6 credits)

Course instruction will use the case study method to achieve the above learning outcomes by identifying microeconomic and macroeconomic principles and familiarising students with the application of economic analysis to practice. The case studies will be drawn from economic development experiences around the world, and several large disruptive economic crises that occurred after 1970.

Students in this course come different disciplinary background and have varied professional experiences. Instruction in the course will therefore also contain tailored summary versions of the relevant economic theory and econometric techniques that would allow students to have adequate analytical mastery to assess the technical soundness of the literature that students are required to read.

Assessment: 40% coursework, 60% examination

MGAP7003. Trust, Governance and Leadership (6 credits)

The course introduces concepts, methods, and theories for understanding trust, governance, and leadership. Conceptually, it defines trust in terms of expectation, hope, and faith, governance in terms of order, cooperation, and justice, and leadership in terms of vision, strategy, and tactics. Methodologically, it demonstrates the utilities and limitations of qualitative interpretation, quantitative exploration, and AI-empowered analytic techniques. Theoretically, it discusses mechanisms of interaction between trust, governance, and leadership in historical, social, and cultural contexts. Practically, it assists students in cultivating their abilities to earn sincere trust, practice fair governance, and develop effective leadership.

Assessment: 50% coursework, 50% examination

MGAP7004. Chinese Leadership and Governance (6 credits)

Crucial to any analysis of China's modernisation and future development is an understanding of the kind of leadership that governs the country, both domestically and on the global stage. Throughout the history of the People's Republic of China (PRC), changes in the composition of the political elite have often reflected — and sometimes heralded — broader socio-political, economic, technological, and ideological transformations. This course provides students with a broad introduction to Chinese leadership and governance, and how it navigates and shapes

global governance structures. Topics to be covered include the Chinese leadership structure, the characteristics of the party-state, the dynamics between individuals and institutions, the channels of elite recruitment, the educational and occupational characteristics of Chinese officials, and the relationship between various elite groups (political, economic, intellectual, societal and military). The course also examines China's evolving role in global governance through its participation and representation in major international organisations

These topics are not just essential to the study of China but are also profoundly relevant to the social sciences in general. No prior study of Chinese leadership is required, although those who have training in Chinese culture, politics, and history are most welcome. Upon completing the course, students will have developed an analytical framework for understanding Chinese leadership in both domestic governance and global governance arenas. They will also have the tools to compare elite competition, decision-making and global strategy in China with other countries.

Assessment: 80% coursework, 20% examination

MGAP7005. Geoeconomics in a Multipolar World (6 credits)

In this course, we will discuss the basic macroeconomic models and cutting-edge research about the wealth of nations, global economic relationships, as well as the rising inequality within and between countries. In each topic, we will specifically discuss how China has grown and developed to its current economic level and the implications for the changing global geoeconomic situations. The course aims to help you understand the dynamics of China's evolving governance/growth model and its changing relationships with other countries.

Topics discussed in the course include how decentralisation of economic management to local governments and the private sector turned China into a global manufacturing powerhouse, how investment in infrastructure first domestically and then abroad have enhanced connectivity between countries, people, and companies, and thus raising its own productivity and those of others. Its liberalisation of goods and financial markets also led to rapid urbanisation and growth on the one hand, but also created new challenges and risks such as corruption, environmental degradation, inequality, excessive debts, over-capacity, bubbles in asset markets, as well as its relationship with other countries in particular the United States.

Assessment: 100% coursework

MGAP7006. Political Ethics in China and the World: Ancient and Modern Perspectives on Public Policy (6 credits)

This course introduces the most original and influential debates in classical Chinese political theory and compares them with debates from other political contexts. Students will be encouraged to think about the implications of Confucianism, Legalism, Daoism, and Mohism for modern day challenges such as just war, corruption in government, family law, and to what extent, if any, the government should provide funding for culture and the arts.

Assessment: 100% coursework

MGAP7103. Economic Policy and the World Economy (6 credits)

This course covers key economic policies in the major economies of the world. Focus will be on policies that have direct and pervasive impacts on the global economy, such as U.S. monetary and financial policies, and policies that greatly affect domestic economic development such that they serve as references for other economies and future policies, e.g., industrial policy in South Korea. Other cases that are informative include market integration and monetary union in Europe, policies to inflate the economy in Japan, trade and manufacturing policies in India, macroeconomic policies and their failure in Latin America, policy comparison between Hong Kong and Singapore, the Middle East in the transition from old to new energy, and infrastructure building in Africa. The China economy and policies will be discussed tangentially to avoid duplication with other courses. Policies on technology and climate change that are of recent concerns will be examined in the context of the global economy. The course emphasises economic analysis behind the policies and those issues with profound geoeconomic implications.

Assessment: 50% coursework, 50% examination

MGAP7104. Introduction to Geopolitics, AI and Technology (6 credits)

This course provides an accessible yet critical introduction to the dynamic intersections between geopolitics, artificial intelligence, and emerging technologies. Students will examine how technological innovation, especially in AI, reshapes power relations, influences national security, and impacts global governance.

Assessment: 100% coursework

MGAP7106. Global Macro Policy and Governance (6 credits)

This course offers a broad survey of the key issues, concepts, and institutions underpinning the global economy, tailored for students preparing for roles in international policy and finance. Fully coursework-based, the class emphasises active learning through student presentations, projects, and hands-on data analysis. Guest speakers from organisations such as the IMF, World Bank, and investment banks will provide real-world perspectives on global economic governance and challenges. Students will explore topics including global developments and outlooks, the roles of major international organisations, balance of payments, growth accounting, and the economic rise of China. The curriculum also covers business cycles, modern monetary and fiscal policy, exchange rate management, and case studies of financial crises and sovereign debt restructuring. The course culminates in student presentations of final projects, equipping participants with the practical skills, analytical tools, and institutional understanding required for effective participation in global economic discussions.

Assessment: 100% coursework

MGAP7107. Selected Topics in Global Governance (6 credits)

This course examines selected topics that address key issues, challenges, and practices in global governance. Emphasis is placed on comparative and critical perspectives, with attention to both traditional and innovative governance mechanisms at the international, regional, and transnational levels. Students will analyse contemporary global issues, evaluate governance and policy responses, and develop evidence-based recommendations. The course strengthens analytical, communication, and policy-oriented skills for understanding complex governance challenges across different contexts.

Assessment: 100% coursework

MGAP7108. Governing Sustainability: Comparative Policy, Regulatory Statecraft and Capital Markets (6 credits)

How do modern states compel markets to internalise socio-environmental externalities? This course offers an advanced, comparative inquiry into the political economy of sustainability, examining the mechanisms by which public policy and regulatory architecture shape corporate governance and capital allocation. Through rigorous comparative analysis of the US, EU, and APAC jurisdictions, cohorts will examine how political economy, institutional design, and investor stewardship interact to define the contemporary sustainability landscape: from the EU taxonomies to UK & Japan's stewardship codes and anti-ESG legislation in the US.

The course extends beyond established markets to examine governance challenges and emerging sustainability frameworks in the Global South and Belt and Road countries. Cohorts will develop analytical tools to evaluate the effectiveness of policy instruments, identify regulatory gaps, and formulate evidence-based governance recommendations.

Designed for aspiring public sector leaders, regulators, policy analysts, diplomats, NGO and international development practitioners, this course is taught through a combination of comparative policy analysis, practitioner-led masterclasses, and a policy brief capstone project. It is designed for future who will shape the governance of global sustainable development.

Assessment: 100% coursework

MGAP7109. Governance and Policy: A Simulation Lab for Next Generation Leaders (6 credits)

This hands-on, experiential learning course explores how the public, nonprofit, and private sectors respond to complex public challenges in a rapidly changing world. Combining lectures with simulation-based learning, the course equips students with analytical frameworks to evaluate governance systems, interpret evidence, navigate institutional trade-offs, and develop innovative policy solutions.

Through the lens of artificial intelligence (AI), students will examine how technological change is reshaping society. AI serves as a critical lens through which to study governance and policy as it exposes gaps in existing institutions, raises new ethical and regulatory dilemmas, and requires leaders to make decisions in the face of a rapidly evolving technology.

Anchored in Hong Kong with a global comparative approach, the course uses case studies spanning China, the EU, and the U.S. Students will explore how cultural values, geopolitical dynamics, and economic priorities shape governance approaches at local, national, and global levels. Topics may include deepfakes, data privacy, economic inequality, and governance challenges arising from technological misuse.

Students will participate in interactive simulation labs, taking on the roles of policymakers, private and nonprofit leaders, and other stakeholders responding to real-world crises. These simulations strengthen critical professional skills such as evidence-based decision making, communication, negotiation, and collaborative problem-solving, while helping students balance competing incentives and implementation challenges.

Ultimately, this interdisciplinary course encourages students to bridge the gap between evidence-informed analysis, persuasive communication, and effective implementation: equipping them to lead effectively in an increasingly uncertain, globalised, and challenging world.

Assessment: 100% coursework

MGAP7110. Foundation of International Macroeconomics, Finance, and Policy (6 credits)

This foundational course bridges the gap between international macroeconomic theory and real-world policy dilemmas. It is practically designed for students in the Master of Governance and Policy programme, providing them with the analytical tools necessary to succeed as research assistants or entry-level economists at premier international organisations (such as the IMF and World Bank), central banks, investment banks, and hedge funds. Students will learn to assess global economic developments, manage macroeconomic vulnerabilities, and formulate effective policy responses. The curriculum covers a broad range of critical topics in global finance and governance, including the International Monetary System, exchange rate dynamics, macroeconomic stabilisation, financial crises and contagion, and global financial regulation. Mirroring the real-life, high-stakes environment of professional economic policy teams, a core component of student evaluation will be a Capstone Policy Group Presentation evaluated by a panel of distinguished external judges from top-tier institutions, perfectly preparing students for the rigors of the international policy and financial sectors

Assessment: 35% coursework, 65% examination

MGAP7111. Programme Evaluation in Social and Health Policy (6 credits)

Programme evaluation is the systematic application of research methods to assess the design, implementation, and outcomes of public policies and programmes. As governments across the Asia-Pacific region face mounting pressure to justify social and health expenditures, demonstrate accountability, and improve service delivery, the capacity to commission, conduct, and critically interpret evaluations has become an essential competency for governance and policy professionals.

This course introduces students to the foundational theories, methodological frameworks, and applied skills of programme evaluation as practised in the field of social and health policy. Beginning with the logic of evaluation and its place within the policy cycle, the course progresses through the principal evaluation traditions: research design and causal inference, process and implementation evaluation, economic evaluation, and qualitative and mixed methods approaches. The course concludes by examining how evaluation evidence is — and often is not — translated into policy decisions, with attention to the political and institutional barriers that constrain evidence use in governance contexts.

Throughout the course, concepts are anchored in real policy cases drawn from Hong Kong, mainland China, the broader Asia-Pacific region and other regions of the world, equipping students to engage with the distinctive governance structures, data environments, and policy priorities of the region. A cumulative applied project, developed progressively across all six weeks, ensures that students leave with a portfolio-quality evaluation proposal for a real or realistic social or health policy programme.

Assessment: 70% coursework, 30% examination

MGAP7201. Experiential Learning in Asia and the World (6 credits)

Experiential Learning in Asia and the World offers students a unique opportunity to engage directly with pressing social, economic, and policy issues across diverse global contexts. Each year, participants embark on an immersive trip to one or two countries in Asia or beyond during reading week, where they interact with local communities, NGOs, enterprises, and policymakers. Through thematic seminars led by guest experts, hands-on workshops, and field visits, students critically examine topics such as governance, innovation, sustainability, and regional cooperation. This dynamic, place-based approach enables participants to gain first-hand insights into local solutions and challenges, fostering a deeper understanding of global interconnections and preparing them to contribute thoughtfully to contemporary issues in Asia and the wider world.

The field trip is scheduled for Reading Week (March) in the second semester. At the beginning of the first semester, surveys will be conducted to gather information about students' academic interests and preferred topics. Thematic seminars will be offered in advance to support students' preparation. Please note that students are responsible for covering their own travel and accommodation expenses for the field trip.

Assessment: 100% coursework

MGAP7202. Comparative Policy Analysis (6 credits)

This experiential learning course features a one-week overseas component. Its purpose is to bring to light the importance of context in framing and assessing public policy considerations, with Hong Kong as a base point of reference. The course will provide pre-travel seminars with lectures and readings as well as post-travel presentation of field-based policy reports. Each team of students will focus on a selected policy topic.

Prior to travel, each team will be tasked with (i) preparing a coherent overview of its selected policy domain, (ii) outlining how this topic is generally approached in the Hong Kong context,

and (iii) raising questions and points of discussion for how those same policy issues might play out in other contexts. During their one-week intensive overseas experience, students will engage with local policy officials, domain experts, student peers and stakeholders. After returning to Hong Kong, each team of students will prepare a report reframing their selected public policy focus in terms of the differing local context they were immersed in while abroad. Their reports are to reference contextual factors such as economic, historical, geographic, demographic, institutional and related considerations. Each team will also be asked to reflect on what they learned about the unique Hong Kong context through their experience abroad.

Assessment: 100% coursework

ECON6095. Programme Evaluation for Policy Makers (6 credits)

This course is about the analysis of data within economics and the interpretation of empirical results. The course will provide a practical introduction to econometric techniques and analytical methods commonly used in modern empirical research, such as matching, difference-in-differences, instrumental variables or regression discontinuity designs.

Assessment: 25% coursework, 75% examination

ECON6117. AI-Enabled Economic Policy Research (6 credits)

This is a five-week intensive course built around a single team research project in economic policy. Students form teams of three, identify a policy question relevant to Hong Kong or the broader region, assemble data, conduct empirical analysis, and produce a 10-page policy research paper. Structured lectures introduce the fundamentals of policy-oriented research: how policy questions differ from academic research questions, how to bring data to bear on policy decisions, and how to write for decision-makers rather than referees. Students are strongly encouraged to use AI tools (LLMs, AI coding assistants) at every stage. The course is project-driven: four graded milestones (proposal, peer review, presentation, final paper) compress the full research cycle into five weeks.

Assessment: 100% coursework

Capstone Project

MGAP8001. Capstone Project (12 credits)

The capstone course offers students an engaging, on-the-ground learning opportunity to apply policy concepts, theories, and tools from other governance and policy courses to address current issues in governance and policy at the local, national, or global level. Under the guidance of School faculty, students will spend a total of 280 hours on the capstone project across two semesters.

Students have two options. Option One is to conduct a research-based thesis on a current topic in governance and/or policy. A faculty advisor will supervise the student to define the research

topic and questions, connect to the relevant literature, specify the research design, and collect, organise, and analysis data. The written research-based thesis will be 15,000 to 20,000 words.

Option Two is to apply theories or concepts to a policy project based on their career goal and interest. With support from School faculty, students will partner with a sponsoring organisation to develop a project implementation plan, including project goals, tasks, evidence gathering, deliverables, and timeline. Students will analyse the evidence and develop policy recommendations that align with the needs of the sponsoring organisation. Finally, students will submit to the sponsoring organisation and the School faculty a written policy memo. The policy memo will be 3,000 words, highlighting project goals, key findings, and policy recommendations.

In both Options One and Two, students will deliver a 20-minute formal presentation in late April or early May to the School community.

Assessment: 100% coursework
