

# The Hong Kong Polytechnic University

## Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	BRE2S02
<b>Subject Title</b>	Social Justice in Private Housing Redevelopment
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To broaden and deepen students' knowledge of the Hong Kong private housing market operations and its impact on the community.</li> <li>2. To enhance students' understanding of government intervention in the land and housing markets and the related regulatory framework on the provision of land and housing for the community.</li> <li>3. To enhance students' understanding on the operations of the real estate development business in Hong Kong.</li> <li>4. To foster and develop students' critical thinking skills and sense of advocacy for justice.</li> </ol>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>(a) Understand the importance of private housing market to the economy and its social and political implication on the Hong Kong society as a whole.</li> <li>(b) Understand the regulatory framework under which the private housing market operates: on the production of land supply, the development process and the marketing operation of the sale of housing units.</li> <li>(c) Make use of economic principles to analyze the interaction of the supply and demand forces of the private housing market and evaluate the performance of the private housing market in relation to the equitable distribution of land and housing resources.</li> <li>(d) Critically analyze and evaluate the housing problems of Hong Kong based on the understandings above and reflect on their roles and responsibilities both as a responsible citizen.</li> <li>(e) Understand the definition of service-learning and its relationship with social engagement; types of service-learning; social issues that can be addressed with service-learning.</li> <li>(f) Apply the knowledge and skills they have acquired to deal with complex issues in the service setting.</li> <li>(g) Demonstrate empathy for people in need and a strong sense of civic responsibility.</li> </ol> <p>(a) and (b) can enhance students' literacy and higher order thinking whereas (c) (d) and (g) can enhance students' higher order thinking and life-long learning.</p>

<p><b>Subject Synopsis/ Indicative Syllabus</b></p> <p><i>(Note 2)</i></p>	<p><b>Lectures and Tutorials:</b> The lectures and tutorials are designed to broaden the knowledge of students in regard to the contemporary and controversial issues of private housing market in Hong Kong, especially those faced by the underprivileged community. The syllabus covers:</p> <p>(a) Land tenure and planning system of Hong Kong.</p> <p>(b) Land production in Hong Kong: reclamation and redevelopment processes; the agents of these processes and statutory control thereof, especially Land (Compulsory Sale for Redevelopment) Ordinance, Cap 545 Laws of Hong Kong</p> <p>(c) Regulatory framework of real estate development processes in Hong Kong: Town Planning Ordinance, Buildings Ordinance and the lease control system in Hong Kong.</p> <p>(d) Private housing market of Hong Kong: its market structure, characteristics and housing market cycle.</p> <p>(e) Valuation of housing units: under both existing use and redevelopment basis.</p> <p>(f) Private property right and social justice – balance of private property right and social development; potential conflict between developers and small homeowners</p> <p>(g) Reasons why social engagement should be an objective of university education; benefits of service-learning to the service recipients and the service providers respectively; proper attitude of service providers.</p> <p>(h) Moral and ethical considerations relevant to the discipline and the service recipients.</p> <p><b>Service Learning project</b></p> <p>It will take the form of providing advisory services through (1) preparation and actual running of information booths/ exhibition/ display and/or discussion forum related to the potential compulsory acquisition faced by the elderly and (2) home visits of the disadvantaged homeowners. The purpose is to provide opportunities to the students to interact with the community and understand the needs of the services recipients. Students are expected to learn through applying the knowledge they acquire in the lectures/ tutorials/ workshops to real life cases by providing services to the services recipients.</p>
<p><b>Teaching/Learning Methodology</b></p> <p><i>(Note 3)</i></p>	<p>The teaching methods will comprise of:</p> <p>(1) formal lectures  (2) tutorials  (3) reflective seminars  (4) service learning project – training workshops etc.</p> <p>Apart from giving lectures from which students can get an understanding of the economic theories, existing regulatory framework, specific market information and the analytical skills and their applications to private housing market issues;</p>

discussions will also be conducted in the tutorials so that the framework and techniques acquired can be further illustrated, exemplified, and discussed in-depth

Periodic reflective seminars will also be arranged in which students can report their findings of the topical issues of the project they are working on and the difficulties encountered. Upon completion of the project, their findings will be disseminated in form of oral presentation in the seminars and a short Term Essay in which students can reflect not only their learning experience, their understanding of the private housing market, and their role and responsibilities being a real estate professional and a civil citizen, in particular, the intended learning outcomes achieved.

The service component shall consist of two parts. First, the preparation/organizing and actual running of information booth/ exhibition/ display and discussion forum related to the potential compulsory acquisition faced by the elderly homeowners, in collaboration with the social workers of the NGOs. Secondly, students, in groups, will pay home visits to the different affected homeowners, in company of the social workers of the collaborative NGOs, and listen to their concerns and services needed. This will enable the students to have first hand information on the market driven urban renewal process and the potential social injustice and inequity involved. They are then required to draw up a service learning topic tailored for the needs of their service recipients, such as gathering relevant factual information on the general price level of the flats in the neighborhood and the zoning under the prevailing town plans etc. Through what they have learnt in the lectures/ tutorials and preparatory workshops etc., they should be able to deliver the required community service to the service recipients. The services rendered shall be restricted to factual information gathering and matching the needs of the services recipients with the possible options available. As the services/ advice rendered are **not** professional ones, the service recipients will be specifically reminded to seek full professional advice before making a final decision on actions to be taken.

Assessment Methods in Alignment with Intended Learning Outcomes  (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	e	f	g
	1. Community Services rendered	40%	√	√	√	√	√	√	√
	2. Group Presentation	20%	√	√	√	√	√	√	√

	3. Reflective Journals	40%	√	√	√	√	√	√	√	√
	Total	100 %								
	<p>The performance of the students will be assessed by the following elements:</p> <p>a. Community Services Rendered - 40 hours (40%)  b. Group Presentation (20%)  c. Reflective Journals (Interim and Final Report) (40%)  Total % of the project =100</p> <p>Students are required to participate in a 40 hours community service component. The time spent on organization and running of relevant information booths/ exhibition/ display and the forum for discussion will count towards the community service component and is tentatively set at 20 hours. The time spent on the planning of services rendered on home visits and subsequent assistance/ services offered to the homeowners and the evaluation of the effects of the services rendered should be around 20 hours as well.</p> <p>In the assessment, both the implementation efforts and results are counted. The attitude and commitment of the students in carrying out the assigned and planned tasks are crucial factors in the assessment. Furthermore, feedbacks from the NGO and the services recipients are also relevant factors in the assessment process.</p> <p>Group Presentation will be in form of an oral presentation by the group of students to report at the end of the project on the community services that they have conducted. The assessment criteria include their oral communication skill, the learning outcomes acquired, their role in the exercise and their responses to the questions in the Q&amp;A.</p> <p>Two Reflective Journals will be submitted by students in connection with the community services rendered. The Interim Reflective Journal will be used to assess their skills in planning the activities. The said Journal shall give a concise introduction to the scope of the study, design of the questions to ask, and the expected outcomes to achieve during home visits. It should be able to allow the supervisors to gauge whether the group is heading in the right direction. The Final Reflective Journal prepared at the end of the project will be used to reflect students' understanding on the contemporary issues related to the market driven redevelopment business in Hong Kong through discussion and argument and demonstrate their empathy for the disadvantaged people, in particular, whether the students have acquired the intended learning outcomes.</p>									
<b>Student Study Effort Expected</b>	Class contact:									
	<ul style="list-style-type: none"> <li>▪ Lecture and collaborative workshops (14 classes x 1.5 hours )</li> </ul>								21 Hrs.	
	<ul style="list-style-type: none"> <li>▪ Tutorials and reflective seminars (14 classes x 1.5 hours)</li> </ul>								21 Hrs.	
	<ul style="list-style-type: none"> <li>▪ Service Learning Project</li> </ul>								40 Hrs.	

	All community services will be delivered in Hong Kong. Detailed time period and frequency for the discharge of service delivery are to be announced after discussions with the collaborative NGO. All service rendered will be conducted during Monday to Friday, if possible.	
	Other student study effort:	
	▪ Self-study and preparation of group projects	38 Hrs.
	Total student study effort	120 Hrs.
<b>Reading List and References</b>	<p>Yung, Betty (2008) <i>Hong Kong's Housing Policy – A Case Study in Social Justice</i>, Hong Kong University Press</p> <p>Poon, Alice (2011) <i>Land and the Ruling class in Hong Kong</i>, Enrich Professional Publishing</p> <p>Nissim, Roger (2012) <i>Land Administration and Practice in Hong Kong, Third Edition</i>, Hong Kong University Press</p> <p>Roberts, Philip J. and Siu, Johnny C.P. (2001) <i>Valuation of Development Land in Hong Kong, Third edition</i>, Empire Publications International Limited</p> <p>Li, Ling-hin (1999) <i>Property Valuation in Hong Kong: Theories and Legal Application</i>, PACE</p> <p>Samuelson, P.A. and Nordhaus, W.D. (2005) <i>Economics, 18<sup>th</sup> edition</i>. Boston: McGraw-Hill/Irwin</p> <p>KF Man, C.W. Ng, (2007) “An Empirical Study of Valuation Accuracy and Variation in Hong Kong Land Auctions” <i>Appraisal Journal</i>, 75(3) 253-263</p> <p>Raymond Tse, KF Man, Lennon H.T. Choy (2007) “The impact of housing and financial wealth on household consumption: a case of Hong Kong” <i>Journal of Real Estate Literature</i>, 15(3) 429-440</p> <p>KF Man, SY Lau (2011) “Valuation of raw land in Hong Kong-A sequential compound option approach” presented to the 17<sup>th</sup> PRRES annual conference at Gold coast, Australia 2011</p> <p>Publications from various related government departments</p> <p>Annual Report of various leading developers – various issues</p> <p>Laws of Hong Kong – various chapters</p>	

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.