

Evaluation of Programs and Public Policies

Code: 100443
ECTS Credits: 6

Degree	Type	Year	Semester
2500257 Criminology	OT	4	0

Contact

Name: Pedro Jurado de los Santos
Email: Pedro.Jurado@uab.cat

Use of languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

Do not apply,

Objectives and Contextualisation

1. Understand the relevant concepts for program evaluation.
2. Design, develop and evaluate plans , programs, projects and activities with a specific focus in the filed of criminology
3. Analyze models of program evaluation.
4. Designing differential evaluation processes (from initial evaluation to diagnostic to assessment of impact).
5. Write reports and be competent in oral presentation.

Skills

- Ability to analyse and summarise.
- Applying a crime prevention program at a community level.
- Assessing the results of a prevention or intervention program when crime is concerned.
- Designing a crime prevention program.
- Drawing up an academic text.
- Identifying existing social resources to intervene in the conflict and criminality.
- Students must demonstrate a comprehension of the best crime prevention and intervention models for each specific problem.
- Using the evaluation techniques of criminogenic risk and needs of a person in order to decide an intervention proposal.
- Verbally transmitting ideas to an audience.
- Working autonomously.
- Working in teams and networking.

Learning outcomes

1. Ability to analyse and summarise.
2. Applying a prevention program for crime control agents.

3. Applying an effective evaluative model in order to detect the criminological intervention needs in prison population.
4. Appropriately managing a security or prevention team.
5. Carrying out a results analysis of a delinquency prevention program.
6. Demonstrating they know the means and scientific procedures of crime prevention.
7. Drawing up a delinquency prevention program.
8. Drawing up an academic text.
9. Effectively developing a delinquency prevention program in the community area.
10. Producing a social prevention program of delinquency.
11. Properly using the criminological prevention and intervention programs.
12. Verbally transmitting ideas to an audience.
13. Working autonomously.
14. Working in teams and networking.

Content

1. Definition of the subject
2. Models for program evaluation
3. Dimensions of program evaluation
4. The evaluation design
5. References, criteria and indicators for evaluation
6. Evaluation of the efficacy, effectiveness and efficiency of a program.
7. Strategies, methodologies, techniques and tools of evaluation.
8. Meta-evaluation. Frequent problems in program evaluation. The evaluation report.

Methodology

The methodological approach of the subject starts from focusing the activity of the process on the student's learning. In order to allow the achievement of this principle, the student should be active and autonomous throughout the process, being the mission of the teacher to assist him in this task. In this sense, teachers will: 1) support students at all times by providing the information and resources necessary for learning, 2) ensure autonomous learning of students by proposing different learning activities (individual and group, theoretical and practical) under the principle of variety of methods.

In this approach, the subject is structured, in its design and development, in the type of teaching-learning activities that we detail and specify below:

Activity	Hours	Methodology	Learning outcomes
Lectures	22.5	Although it is a type of activity in which the protagonism can fall excessively on the teacher, the active participation of the students will be encouraged, especially sharing the learning that has been acquired or is being acquired. Practical activities, using problem-based learning, will be carried out individually or in groups.	E21.02, E22.01, E28.02, T05.00
Seminars	22,5		E21.02, E22.01, E28.02, T01.00, T02.00, T03.00

Activities

Title		Hours	ECTS	Learning outcomes
They allow to work in medium groups (25 persons approximately), divided in small groups (3-5people) where the individual work is reinforced and complemented.				
Type: Directed	At the same time, it is the right space for debating and receiving personal attention.			
Presential in large group: theory and case analysis (individual with group discussion). Students will do tasks similar to those done in the professionals filed. Students will analyze a real case of a prevention program.		22.5	0.9	2, 6, 5, 4, 7, 12, 13, 11
Type: Supervised				
Seminars: Practice analysis and evaluation design of a prevention program (group activity)		22.5	0.9	2, 6, 5, 4, 7, 8, 1, 12, 13, 14, 11
Type: Autonomous				
Reading of the dossiers-didactic units; Repository of cases worked; Brief reporting and analysis. Realization of a design and evaluation report of a prevention program.		100	4	3, 2, 6, 5, 4, 7, 8, 1, 13, 14, 11

Evaluation

Evidences

for

evaluation

1. Group-specific practices (design of the planning of the evaluation of a program)
2. Theoretical-practical exams of an individual nature (regarding theoretical-practical knowledge in relation to the contents and objectives of the subject)
3. Individual or group oral presentation (analysis of one or more existing plans, programs or projects), with the contribution of evidences analyzed beyond the face-to-face work, especially with regard to the extension of the cases or problems posed to the classroom, and always in bond with the theory worked.

Group work

The group design of a program has a formative purpose from the point of view of its evaluation, since it can be reviewed by the group based on the task given. This review will be carried out in the seminars considered to be presenting the results of the group work, in addition, to the rest of the classmates. The score of this designed program will take place after its delivery in writing and of the oral defense presentation that will take place next. This defense will have the character of summative assessment for this group part.

Resit

Reassessment will imply the correction of the nn adquired learning, or the incorporation of new evidences on the part of the student who demonstrates the attainment of the competitions demanded.

Othre relevant aspects

-The accomplishment of all the works is conditio sine qua non to surpass the subject. In case there are some works that need to be improved, student will be allowed to do so, provided the student has done previously the work required.

-A minimum of 80% af attendance to classes is required to be evaluated. Only absences for illness or similar reacons are justifiable..

-The anti-copy and anti-plagiarism regulations will be applied. Cheating in a exam will conduct to a fail mrk (0), losing the right of reassessment.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Follow-up of evaluation planning designed by the students; Correction of the final program (written report and oral presentation); Group activity	30%	0	0	2, 6, 5, 4, 7, 8, 1, 13, 14, 11
Oral presentation of the evaluation planning of a program or project	20%	0	0	2, 6, 5, 4, 7, 8, 1, 12, 13, 14, 11
Test of the theoretical and practical contents	50 %	5	0.2	3, 2, 6, 9, 5, 4, 7, 10, 1, 13, 11

Bibliography

General references

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Dente, B. i Subirats, J. (2014). *Decisiones públicas: análisis y estudio de los procesos de decisión en políticas públicas*. Barcelona: Ariel.

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Specific references

It will be presented across the development of the program taking into account the interest of the students.