

Public Policy Analysis

Code: 101113
ECTS Credits: 6

2025/2026

| Degree | Type | Year |
|---|------|------|
| Political Science and Public Management | OT | 3 |
| Political Science and Public Management | OT | 4 |
| International Relations | OB | 2 |

Contact

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Students must have an acceptable level of the English language, which allows them to follow the classes and understand academic texts written in this language. It is recommended to read regularly news coverage on national and international politics.

Regarding the bachelor's degree in Political Science, it is expected that the students attending this course will have a general knowledge about theories and concepts developed in "Political Science" and "Public policy and administration" courses.

Objectives and Contextualisation

This course is intended to introduce the most important theoretical and empirical references in the public policy analysis and to develop the students' ability to use this knowledge to understand and interpret dynamics and processes of public policies formulation, implementation and change.

Specifically, the students will work on main concepts and models that currently are most frequently used in the public policies analysis. On the other hand, the course will draw on empirical cases of comparative public policies, with the analysis of cases in different social and cultural contexts.

Competences

Political Science and Public Management

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analysing public policies, both in their elaboration and implementation processes.
- Applying the discipline's main theories and different fields to real practical and professional problems.
- Arguing from different theoretical perspectives.

- Assess the social, economic and environmental impact when acting in this field of knowledge.
- Demonstrating the understanding of intergovernmental relationships and identifying the position of Public Administrations in the political system.
- Describing and understanding the functioning of the Public Administration on a state, sub-state and supranational level.
- Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Develop strategies for autonomous learning.
- Distinguishing the discipline's main theories and different fields: conceptual developments, theoretical frameworks and theoretical approaches underlying the discipline's knowledge and different areas and sub-areas, as well as their value for the professional practice through concrete cases.
- Identifying sources of data and conducting bibliographic and documentary searches.
- Interpreting and applying English texts in an academic way.
- Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Producing and planning researches or analytical reports.
- Realising effective oral presentations that are suited to the audience.
- Showing a good capacity for transmitting information, distinguishing key messages for their different recipients.
- Synthesizing and critically analysing information.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Using different tools for the analysis and explanation of the formulation, decision, implementation and evaluation processes in public policies.
- Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
- Working autonomously.
- Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
- Working in teams and networking, particularly in interdisciplinary conditions.

International Relations

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the behaviour of international actors, both state and non-state.
- Analyse the production and implementation of public policies related to the international sphere, in particular foreign policy and security and defence policy.
- Analyse the structure and operation of international institutions and organisations (political, economic, military and security, environmental, development and emergency aid) both in the universal and regional spheres, with particular emphasis on the European Union, from either real or simulated cases.
- Apply quantitative and qualitative analysis techniques in research processes.
- Identify and analyse the main challenges for democracy in a global world.
- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Learn and analyse the impacts of the globalisation process on domestic political systems and on the behaviour of the political actors and the public.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.

Learning Outcomes

1. Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
2. Analyse the impact of the globalisation process in the public policies of the main states of the European Union, and their interrelationship with democracy and the rule-of-law state in the world.
3. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Analyse the role of different actors in the formulation of political policies.
5. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
6. Analysing public policies, both in their elaboration and implementation processes.
7. Apply analytical techniques for public policies to the process of drawing up and implementing foreign, security and defence policies.
8. Apply analytical tools for public policies to different real and simulated case studies in different areas of the home and international political spheres.
9. Apply quantitative and qualitative analysis techniques in research processes.
10. Appropriately using the contributions of Lindblom, Wildavsky, Marsh and Rhodes, Lowi.
11. Arguing from different theoretical perspectives.
12. Assess the social, economic and environmental impact when acting in this field of knowledge.
13. Communicate using language that is not sexist or discriminatory.
14. Consider how gender stereotypes and roles impinge on the exercise of the profession.
15. Critically analyse the principles, values and procedures that govern the exercise of the profession.
16. Critically analysing the configuration process of the public agenda.
17. Critically assessing some of the public policies carried out by an authority in the State of Autonomies.
18. Demonstrating the understanding of intergovernmental relationships and identifying the position of Public Administrations in the political system.
19. Describing and understanding the functioning of the Public Administration on a state, sub-state and supranational level.
20. Designing data collection techniques, coordinating the information processing and meticulously applying hypothesis verification methods.
21. Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
22. Develop strategies for autonomous learning.
23. Evaluate the impact of different actors and the rules of operation in the formulation of EU policies.
24. Explain the explicit or implicit code of practice of one's own area of knowledge.
25. For real and simulated case studies analyse the implementation of community and intergovernmental policies in the EU and their posterior application.
26. Identify data sources and carry out rigorous bibliographical and documentary searches.
27. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
28. Identify the social, economic and environmental implications of academic and professional activities within the area of your own knowledge.
29. Identifying sources of data and conducting bibliographic and documentary searches.
30. In accordance with the theoretical and analytical information acquired, analyse the big challenges for democracy in a global world and the different solutions proposed to manage them.
31. Interpreting and applying English texts in an academic way.
32. Make a comparative analysis of the state of democracy and the rule-of-law state in different countries and political regimes.
33. Make changes to the methods and processes of the area of knowledge to provide innovative responses to the needs and wishes of society.

34. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
35. Produce and prepare the presentation of intervention reports and/or proposals.
36. Producing and planning researches or analytical reports.
37. Properly explaining and describing main theoretical approaches of the analysis of political sciences: cycle of politics, actor-network, institutional approaches, rational choice theory.
38. Propose new experience-based methods or alternative solutions.
39. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
40. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights, diversity and democratic values.
41. Propose projects and actions that incorporate the gender perspective.
42. Propose viable projects and actions that promote social, economic and environmental benefits.
43. Propose ways to evaluate projects and actions for improving sustainability.
44. Realising effective oral presentations that are suited to the audience.
45. Showing a good capacity for transmitting information, distinguishing key messages for their different recipients.
46. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
47. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
48. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
49. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
50. Suggesting and explaining a case study of a concrete public policy.
51. Synthesizing and critically analysing information.
52. Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
53. Use metatheoretical data to argue and establish plausible relation of causality and establish ways of validating or rejecting them.
54. Use techniques of analysis for the functioning of universal institutions, in particular those of the European Union, in its day-to-day operations and its task of promoting aid for development and the promotion of democracy and the rule-of-law state.
55. Using different tools for the analysis and explanation of the formulation, decision, implementation and evaluation processes in public policies.
56. Using the main information and documentation techniques (ICT) as an essential tool for the analysis.
57. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.
58. Weigh up the risks and opportunities of one's own ideas for improvement and proposals made by others.
59. Working autonomously.
60. Working by using quantitative and qualitative analysis techniques in order to apply them to research processes.
61. Working in teams and networking, particularly in interdisciplinary conditions.

Content

The class will have both a theoretical and empirical approach. It is structured in three blocks:

BLOCK 1. Introduction to Public Policy Analysis

- Topic 1. Public policy: definitions, dimensions, and typologies
- Topic 2. Theoretical approaches to public policy analysis

- Topic 3. The policy-making context: institutions, actors, and resources

BLOCK 2. The Public Policy Cycle

- Topic 4. Agenda-setting: the Multiple Streams Approach
- Topic 5. The policy cycle
- Topic 6. Defining the public problem
- Topic 7. Policy formulation: steps and theoretical models
- Topic 8. Decision-making
- Topic 9. Policy implementation
- Topic 10. Policy evaluation
- Topic 11. Policy change and convergence
- Topic 12. Policy communication

BLOCK 3. Conclusions

- Topic 13. Public policies beyond the nation-state
- Topic 14. What have we learned? Challenges for the public sector

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|--|
| Type: Directed | | | |
| Lectures and debates | 30 | 1.2 | 16, 11, 18, 19, 37, 45, 50 |
| Public presentation of group projects | 8 | 0.32 | 11, 18, 19, 37, 44, 34, 29, 31, 45, 50, 51, 59, 61, 56 |
| Seminars and case discussions | 20 | 0.8 | 16, 11, 18, 19, 37, 44, 34, 31, 45, 51, 59, 61, 56 |
| Type: Supervised | | | |
| Tutorial | 7 | 0.28 | 36, 29 |
| Type: Autonomous | | | |
| Preparing a project and writing a final version | 12 | 0.48 | 18, 19, 20, 36, 37, 34, 45, 50, 60, 59, 61, 56 |
| Reading | 20 | 0.8 | 16, 29, 31, 56 |
| Studying and preparing schemes and outlines, online exercises | 20 | 0.8 | 16, 11, 19, 31, 51, 59 |

This is a 6 ECTS course on Public policy analysis, i. e. 150h of the work of the students (25h/1 ECTS). This work is divided in different types of educational activities, following different teaching methods.

Directed activities:

Lectures: oral presentations with the presence of the teacher and with ICTs support. Examples of public policies and class debates.

Seminars: text and case discussion in smaller groups and in more empirically oriented cases. Introduction, presentation, analysis and discussion. Public policies simulations. Reading texts controls. Sessions to prepare students to carry out the project in groups of 4 students.

Public presentation and discussion of group project. Discussions and general evaluation.

Supervised activities:

Tutorials: support in the elaboration of the group project and follow-up of the general contents of the course

Autonomous activities:

Reading: individual reading of theoretical essays and policy cases.

Studying and preparing documents and schemes. Online exercises

Elaboration of the group project . Working on the analysis of a public policy case in groups of 4 students , following the lecturer's instructions. The format of this kind of exercise will be specified during the course.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|--|-----------|-------|------|--|
| Group project deliverables | 15% | 10 | 0.4 | 4, 5, 25, 6, 8, 7, 9, 11, 53, 13, 21, 20, 36, 35, 44, 29, 26, 27, 31, 33, 50, 58, 38, 39, 41, 48, 47, 51, 60, 59, 61, 55, 56, 54, 14, 17, 23 |
| Group project presentation and policy brief | 40% | 10 | 0.4 | 16, 4, 5, 25, 6, 8, 7, 9, 11, 53, 13, 21, 20, 36, 35, 44, 29, 26, 27, 31, 33, 50, 58, 39, 40, 41, 49, 48, 47, 51, 60, 59, 61, 55, 56, 54, 14, 17, 32, 57, 23 |
| Individual Writing assesment - Crtitical essay | 15% | 3 | 0.12 | 16, 4, 2, 25, 6, 8, 7, 11, 53, 18, 19, 22, 21, 37, 34, 49, 48, 46, 51, 59, 10, 54, 23 |
| Seminars and class and online assessed exercises | 30% | 10 | 0.4 | 1, 52, 12, 16, 15, 30, 3, 25, 11, 18, 24, 37, 44, 34, 28, 31, 45, 43, 38, 42, 46, 51, 59, 17, 23 |

CONTINUOUS ASSESSMENT

The evaluation for this course is structured around four components:

1. Seminars and In-Class/Online Assessed Exercises - 30%
This includes assessed seminar activities and reading quizzes, as indicated on the Virtual Campus. Active participation and timely completion of these exercises are essential.
2. Group Project Deliverables - 15%
Throughout the semester, each group will submit deliverables related to the topics discussed in class. These interim submissions are designed to ensure steady progress toward the final group project.
3. Group Project Final Presentation and Policy Brief - 40%
This is the core output of the course and serves as the equivalent of a final exam. It includes the group's final research presentation and the submission of a corresponding policy brief.
4. Individual Writing Assessment - Critical Essay - 15%
This individual essay assesses each student's understanding and application of key course concepts.

SINGLE ASSESSMENT

Students who opt for the single assessment modality will be evaluated through the following components:

1. Final Exam - 30%
A comprehensive exam covering all course content.
2. Research Project Presentation and Policy Brief - 40%
Students must record and submit a video presentation of their research project along with a written policy brief.
3. Virtual Campus Activities - 15%
Includes all reading quizzes and assessed exercises uploaded to the Virtual Campus.
4. Individual Critical Essay - 15%
An individual written essay to evaluate the appropriation and application of basic course concepts.

NOT EVALUABLE

According to point 9 of article 266 of the Academic Regulations of the UAB, when it is considered that the student has not been able to provide sufficient evidence of evaluation, this subject must be qualified as non-evaluable.

This class will be considered non-evaluable if the student does not complete at least: the deliverables of the group project and the final presentation of the project in group and policy brief.

USE OF AI

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as bibliographic or information search, text correction or translations. The use of artificial intelligence for the writing of the policy brief and other deliverables of the class is prohibited. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this evaluable activity will be considered lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater penalties in cases of severity.

ACADEMIC INTEGRITY

Evidence of plagiarism in any of the assignments or assessments will result in failing the course.

Bibliography

BASIC BIBLIOGRAPHY

Cairney, P. (2020). *Understanding public policy: Theories and issues* (2nd ed). Macmillan international higher education Red globe press.

Fontaine, G., Medrano Caviedes, C., & Narváez, I. (2020). *The Politics of Public Accountability: Policy Design in Latin American Oil Exporting Countries*. Springer International Publishing.
<https://doi.org/10.1007/978-3-030-28995-9>

Howlett, M. (2009). Governance modes, policy regimes and operational plans: A multi-level nested model of policy instrument choice and policy design. *Policy Sciences*, 42(1), 73-89.
<https://doi.org/10.1007/s11077-009-9079-1>

Howlett, M. (2019). Moving policy implementation theory forward: A multiple streams/critical juncture approach. *Public Policy and Administration*, 34(4), 405-430. <https://doi.org/10.1177/0952076718775791>

Howlett, M. (2020). Policy Instruments. In D. Berg-Schlosser, B. Badie, & L. Morlino, *The SAGE Handbook of Political Science* (pp. 1105-1120). SAGE Publications Ltd. <https://doi.org/10.4135/9781529714333.n69>

Howlett, M., & Mukherjee, I. (Eds.). (2018). *Routledge handbook of policy design*. Routledge, Taylor and Francis Group.

Marsh, D., Stoker, G., Pierre, J., Peters, B. G., Savigny, H., Marsden, L., Sil, R., Katzenstein, P. J., & Smith, M. (n.d.). *Why Institutions Matter*.

Peters, B. G. (2018). *Designing for policy effectiveness: Defining and understanding a concept*. Cambridge University Press. <https://doi.org/10.1017/9781108555081>

Peters, B. G., & Zittoun, P. (Eds.). (2016). *Contemporary Approaches to Public Policy*. Palgrave Macmillan UK. <https://doi.org/10.1057/978-1-137-50494-4>

REFERENCES FOR TOPICS

The professor will define specific readings for each topic in the detailed course programme (to be shared on moodle at the beginning of the course). Some of these lectures will be objects of the seminar discussions.

THE MOST RELEVANT JOURNALS

Journal of Comparative Policy Analysis

Journal of European Public Policy

Journal of European Social Policy

Journal of Policy Analysis and Management

Journal of Public Administration Research and Theory

Journal of Public Policy

Journal of Policy Reform

Policy Studies Journal

Software

This course does not use any specific software

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| Name | Group | Language | Semester | Turn |
|----------------------------|-------|----------|----------------|-----------|
| (PAUL) Classroom practices | 51 | English | first semester | afternoon |
| (PAUL) Classroom practices | 510 | English | first semester | afternoon |
| (TE) Theory | 51 | English | first semester | afternoon |