

* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
3 rd	4	Elective	Face-to-face	English
MODULE		Master in Economics		
SUBJECT		Evaluation of public policies and programmes		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Master in Economics		
FACULTY / SCHOOL		Economics and Business		
TEACHING STAFF ⁽¹⁾				
Maria Dolores Jimenez Rubio				
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OFFICE HOURS		Please consult http://directorio.ugr.es/		
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¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/))

OFFICE HOURS	www.srh-hochschule-berlin.de/
GENERAL AND SPECIFIC COMPETENCES	
<p>GENERAL COMPETENCES</p> <p>CG1 – That the student attain the ability for analysis and synthesis, which includes being capable of defining, distinguishing and relating both the basic concepts and the premises upon which the exposition of any argument is built, as well as stating and basing its content in a concise and critical way, in the context – scientific, political, economic, organizational or whatever the type may be – in which it is presented.</p> <p>BASIC COMPETENCES</p> <p>CB6 – To possess and understand knowledge that gives a basis or opportunity to be original in the development and/or application of ideas, often in a research context.</p> <p>CB7 – That the students know how to apply the knowledge acquired and their ability to solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to their area of study.</p> <p>CB8 – That the students are able to integrate knowledge and handle the complexity of formulating judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.</p> <p>CB9 – That the students know how to communicate their conclusions and the knowledge and underlying reasons that sustain them to specialist and non-specialist audiences in a clear and unambiguous way.</p> <p>CB10 – That the students possess the learning skills to enable them to continue studying in a way that will necessarily be largely self-managed and autonomous.</p> <p>SPECIFIC COMPETENCES</p> <p>CE3 – Understand the relevant existing theories, tendencies and debates</p> <p>CE4 – Apply and extend existing theories to solve real problems</p> <p>CE5 – Apply advanced techniques to real problems</p> <p>CE7 – Formulate and answer questions in a way applicable to economic policy</p> <p>CE9 – Plan and organize empirical studies</p> <p>CE16 – Solve technical and practical problems related to the design of empirical studies</p> <p>CE17 – Solve technical and practical problems related to the organization, presentation and analysis of the data obtained from a study</p> <p>CE23 – Get to know the principal differences between countries (cultural effects) of economic values</p>	
OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)	
<p><i>Student will know/understand:</i></p> <p>Understanding the importance and foundations of impact assessment Identifying the methodologies for evaluating the impact of health and social policies Identifying the methodologies for modeling impact over a suitable time horizon</p> <p><i>Student will be able to:</i></p> <p>Writing critical analysis essays in the area of impact assessment Interpreting research papers in the area of impact assessment Argue, discuss and defend, either orally or in writing, the conclusions and proposals presented</p>	
BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)	



This module aims at analyzing the economic and social impact of public policies and programmes from efficiency and an equity viewpoint, using techniques and instruments such as cost-benefit analysis, econometric modelling and inequality measures. While the course is mostly based on empirical and theoretical applications in the health care field, the analytic techniques are extendable to measuring other dimensions of social welfare such as environment and education.

SYLLABUS

1. Evaluation of social and economic impact of health care policies

- Social determinants of health
- Factors explaining inequalities in health: the socioeconomic position
 - Measuring socioeconomic inequalities in health
 - Economic position and health: some explanatory mechanisms

2. Evaluation of public policies

- Why evaluate?
- Methods of evaluation:
 - Differences in differences, Synthetic Control Methods
 - Regression Discontinuity
- Some examples of policy evaluation

3. Cost-benefit analysis

- Measuring value: Hedonistic methods, conjoint analysis and willingness to pay
- Methodologies for measuring social, economic and environmental impact and risk

4. Demographic change and pension system reform

REQUIRED AND RECOMMENDED READING

Required reading:

ANGRIST, J. D., & PISCHKE, J. S. (2016). *Mostly harmless econometrics: An empiricist's companion*. Princeton university press.

MCGUIRE, P. PITA BARROS P. (2013) Handbook of Health Economics Vol. 2. North Holland

O'DONNELL, O. A., & WAGSTAFF, A. (2008). Analyzing health equity using household survey data: a guide to techniques and their implementation. World Bank Publications.

GREVE, B. (2017) Handbook of Social Policy Evaluation. Elgar

GRUBER, J. (2010) Public Finance and Public Policy (Chapter 8). Worth Publishing

Recommended reading:

WORLD BANK http://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf

Additionally, the lecturers will provide specific references for each topic

USEFUL LINKS (OPTIONAL)

The Economist <http://www.economist.com/>

World Bank Health's systems website <http://www.worldbank.org/en/topic/health>

World Health Organization website <http://www.who.int/en/>

OECD website <http://stats.oecd.org/>

TEACHING METHODOLOGY



The core of the course will be series of lectures given by the course lecturers on each of the themes outlined in the syllabus. Seminal lectures will include some talks given by course leaders or expert guest speakers on the topics outlined in the syllabus. Students will be required to prepare written assignments and present them in class. In addition, the lectures will be complemented by practical seminars in the computer room. Students will be expected to read all the set texts in their own time in preparation for the lectures and seminars.

ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

Continuous assessment:

12 x class and seminar attendances (15%)

Short written summaries of each class (100-200 words) to hand in on PRADO 1 week after every class (15%)

2 x written term papers, to hand in on PRADO according to the schedule published on PRADO, 750-1250 words (40%)

1 x STATA practical analysis of micro-data, led by Dolores Jimenez Rubio, to hand in on PRADO according to the schedule published on PRADO (20%)

1 x audiovisual presentation of 1 of the coursework term papers, to be conducted according to the schedule published on PRADO (10%)

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (*convocatoria ordinaria*) will have access to an extraordinary assessment session (*convocatoria extraordinaria*). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT "EVALUACIÓN ÚNICA FINAL" (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the corresponding online procedure, to the coordinator of the master's programme, in the first two weeks of the course or in the two weeks following their enrolment



(if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise a final exam and assignments

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
Please consult http://directorio.ugr.es/	Google Meet. Students will need to obtain a Google Account of the type @go.ugr.es

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

Some lectures and seminars will be delivered by videoconference and may be recorded

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)

Ordinary assessment session

Some evaluations will be conducted online. Students will be required to demonstrate their identity and may be recorded.

Extraordinary assessment session

Some evaluations will be conducted online. Students will be required to demonstrate their identity and may be recorded.

Single final assessment

Some evaluations will be conducted online. Students will be required to demonstrate their identity and may be recorded.

SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

TIMETABLE (According to Official Academic Organization Plan)	TOOLS FOR TUTORIALS (Indicate which digital tools will be used for tutorials)
Please consult http://directorio.ugr.es/	Google Meet. Students will need to obtain a Google Account of the type @go.ugr.es

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

All lectures and seminars will be delivered by videoconference and may be recorded





MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overall mark)
Ordinary assessment session
Evaluations will be conducted online. Students will be required to demonstrate their identity and may be recorded.
Extraordinary assessment session
Evaluations will be conducted online. Students will be required to demonstrate their identity and may be recorded.
Single final assessment
Evaluations will be conducted online. Students will be required to demonstrate their identity and may be recorded.

