COURSE DATA

DATA SUBJECT

Code: 36748
Name: Sectoral Public Policies
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1335 - Degree in Political and Public Administration Sciences	Facultat de Dret	4	First quarter
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Facultat de Dret	5	First quarter
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Facultat de Dret	5	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1335 - Degree in Political and Public Administration Sciences	Políticas públicas sectoriales	COMPULSORY
1930 - Double Degree Programme in Law and Political and Public Admin. Sciences	Asignaturas obligatorias de quinto curso	COMPULSORY
1931 - Double Degree Program in Sociology-Political Sciences and Public Administr.	Asignaturas obligatorias de quinto curso	COMPULSORY

COORDINATION

ALDEGUER CERDA BERNABE

PARDO BENEYTO GONZALO

SUMMARY

The course Sectoral Public Policies (*PPS) aims to provide an overview of the functioning of the main sectoral policies of democratic Spain and the main theoretical frameworks for their study. Therefore, it addresses their dynamics and aspects such as historical construction, operational processes and the main actors. Likewise, attention is paid to current issues in management and public policies, understanding of which is vital to analyze the contemporary Spanish political system itself, given the degree in which it is inserted.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

There are no enrollment restrictions for this course.

It is recommended to have taken the courses Analysis and Evaluation of Public Policies and Forms of Administrative Organization.

COMPETENCES / LEARNING OUTCOMES

1335 - Degree in Political and Public Administration Sciences

Análisis de información para evaluar problemas políticos o de gestión pública y elaborar propuestas de mejora

Analizar el diseño, la planificación, la gestión y la evaluación de las políticas públicas y hacer recomendaciones de mejora, especialmente en las políticas de género, medio ambiente y desarrollo sostenible.

Aplicar críticamente las principales teorías y enfoques de género a las instituciones, actores y políticas públicas.

Aplicar críticamente las principales teorías y enfoques de la Ciencia Política y de la Administración Pública.

Conocer y saber analizar el entorno económico, la dimensión económica del sector público y las técnicas de gestión económica de proyectos.

Conocer y saber analizar la estructura y funcionamiento de las Administraciones públicas.

Conocer y saber analizar las características, causas y consecuencias de retos sociales contemporáneos: desigualdad de género, ciberseguridad y sostenibilidad del desarrollo.

Conocer y saber analizar las características y pautas de actuación de los principales actores políticos (partidos, sindicatos, grupos de interés y nuevos movimientos sociales).

Pensamiento crítico.

Saber analizar la estructura y funcionamiento de los sistemas y procesos políticos, sus elementos, así como su dimensión histórica, con especial atención al sistema político español y al de la Unión Europea.

Saber analizar las principales técnicas de gestión en la Administración Pública y diseñar estrategias de mejora organizativa y aseguramiento de la calidad de los servicios públicos ante los retos del nuevo entorno digital.

Saber distinguir los valores, ideologías, actitudes y pautas de comportamiento de los ciudadanos así como su evolución temporal.

Saber elaborar informes, dictámenes y trabajos de investigación política.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Trabajo en equipo.

DESCRIPTION OF CONTENTS

1. The analysis and evaluation of sectoral public policies in Spain.

Analysis of the main components and stages of a public policy. The evaluation of sectorial public policies. The study of public policies in Spain. Main centers dedicated to the analysis and evaluation of sectorial public policies in Spain. Main factors of evolution of public policies in Spain: Democratizació¿, Federalization, Europeanization. The 2008 financial crisis and its effects.

2. the education policy.

Definition of the problem, theoretical frameworks and applicable conceptualizations of analysis. Objectives and main administrative programs. Stages and changes in the actors and substantive contents. Educational policy in autonomous communities with their own languages. Recent transformations and future challenges.

3. The health policy.

Definition of the problem, theoretical frameworks and applicable conceptualizations of analysis. Objectives and main administrative programs. Stages and changes in the actors and substantive contents. Recent transformations and future challenges.

4. The pension policy.

Definition of the problem, theoretical frameworks and applicable conceptualizations of analysis. Objectives and main administrative programs. Stages and changes in the actors and substantive contents. Recent transformations and future challenges.

5. The housing policy.

Definition of the problem, theoretical frameworks and applicable conceptualizations of analysis. Objectives and main administrative programs. Stages and changes in the actors and substantive contents. Recent transformations and future challenges.

6. Water and environmental policies.

Definition of the problem, theoretical frameworks and applicable conceptualizations of analysis. Objectives and main administrative programs from a multilevel perspective. Stages and changes in actors and substantive contents. Recent transformations and future challenges.

7. Social policies. Special mention to equality policies.

Definition of the problem, theoretical frameworks and applicable conceptualizations of analysis. Objectives and main administrative programs from a multilevel perspective. Stages and changes in actors and substantive contents. Recent transformations and future challenges.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at the internship centre	0,00
Attendance at supplementary activities	0,00
Monitoring and tutoring of internships	0,00
Total hours	**0,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Independent study and work	0,00
Preparation of supplementary reports	0,00
Preparation of the internship report and evaluation of the internship	0,00
Total hours	**0,00**

TEACHING METHODOLOGY

Theoretical classes:

Theoretical classes will be based on the professor's expositions, which will deal with both theoretical, procedural and substantive aspects of the different Spanish sectorial public policies, emphasizing the more technical and complex aspects, less susceptible to individual work. The explanations will deliberately encourage the critical analysis of the contents, trying to establish comparisons of the original ideas with present situations. For which the active and informed participation of the students will be requested, which will have its reflection to the final grade.

Practical classes:

The practical classes will be dedicated in a preferential way to the elaboration of the team work, the evolution of which the teacher will supervise weekly. Eventually, the practical classes may be devoted to analyze and comment texts and/or audiovisual materials referring to specific documents of the various sectorial policies. Finally, complementary activities may consist of workshops, seminars, conferences, etc.

EVALUATION

The evaluation of the course consists of two elements, both in the first and in the second call:

a) *Exam:* at the end of the course there will be a final test on all the contents of the course included in this teaching guide, whether they have been taught in the classroom or not, and the materials covered in the various sessions. This test will have a value of 60% of the overall grade.

b) *Continuous evaluation:* Throughout the semester practical work and complementary activities of different nature will be done, which will have to be delivered on the day indicated by the teacher. This part will have a value of up to 40% of the final grade. In order for the student to obtain points for the continuous evaluation, he/she must have attended a minimum of 75% of the class sessions dedicated to this subject.

In addition, in order to add the qualificació obtained in the continuous evaluation (of the practical sessions) to the qualificació in the exam, the student must have obtained at least a 4 (out of 10) in this final exam. The content of all these works of continuous evaluation also constitute materials and contents of the course, so they are likely to be part of the final exam. The professor will explain how each exercise has to be performed and delivered and, subsequently, will deliver the results of the various practices before the exam. The practicals (whether they are not completed or handed in within the stipulated deadline, or those already completed or evaluated) cannot be recovered after the date of delivery, nor for the second call (keeping for this the grade of the successful continuous evaluation throughout the semester).

Regardless of the general assessment system established for all students (written or oral exam), the lecturers responsible for the subject may determine in the appendix to the teaching guide the possibility of changing the final exam modality when they are forced to hold the exam on a date other than the official

one in application of the rules established for the case of coincidence of exams in the Regulations for Assessment and Grading of the Undergraduate and Master's Degrees of the University of Valencia, or any other regulatory cause established (e.g. justified force majeure). gr. cases of justified force majeure). In these cases, the new type of exam to be taken must maintain the same level of demand and difficulty as the one taken in general for the rest of the group

Students who have followed the continuous assessment and have been assessed, in the event of not taking the final exam on the official exam date (both in the 1st and 2nd call), will obtain the grade of NOT PRESENTED.

REFERENCES

- The **basic readings** consist of general textbooks, which students will need to consult as the syllabus progresses, and required readings, which are necessary supplements to the teaching given in class and will form part of the material examined at the end of the course. These are as follows: ALEMÁN, CARMEN . y FERNÁNDEZ, TOMÁS. (coords.), (2006): Política social y Estado de bienestar, Tirant lo Blanch. CAMAS RODA, FERRAN ., & UBASART GONZÁLEZ, GEMMA. (dirs.). (2018). Manual del Estado del Bienestar y las políticas sociolaborales. Huygens. DEL PINO, ELOISA., y RUBIO LARA, Mª JOSEFA (Eds.). (2013). Los Estados de bienestar en la encrucijada: Políticas sociales en perspectiva comparada. Tecnos. DODD, ANNELIESE. (2012): Comparative Public Policy. Palgrave. GOMÀ, RICARD. y SUBIRATS, JOAN. (1998): Políticas Públicas en España: contenidos, redes de actores y niveles de gobierno. Ariel. GRAU, MIRELLA. y MATEOS, ARACELI. (2002): Análisis de Políticas Públicas en España: enfoques y casos. Tirant lo Blanch. MORENO, LUIS. (2009): Reformas de las políticas de bienestar en España. Madrid. Siglo XXI. PASTOR, GEMA. (2014): Teoría y Práctica de las Políticas Públicas. Valencia: Tirant lo Blanch. HARGUINDÉGUY, JEAN BAPTISTE. y FERNÁNDEZ RIVERA, CRISTINA. (2020). Las ciencias de las políticas. El análisis de las políticas públicas. En ALDEGUER, BERNABÉ. y PASTOR, GEMA. (dir.) Democracia, Gobierno y Administración Pública contemporánea. Madrid: Tecnos.
- Details of required **readings by topic** (these may be subject to change in order to improve the teaching and learning process).
- TOPIC 1: Barberà, Oscar.; Doria, Emilio. y Ntutumu, Fernando. (2020). La institucionalización de la evaluación de políticas públicas. Universitat de València. (Capítulo 2) Subirats, Joan. y Gomà, Ricard. (1998). ¿Democratización, dimensiones de conflicto y políticas públicas en España¿. En Subirats, Joan. y Gomà, Ricard. (Coords.) Políticas públicas en España: contenidos, redes de actores y niveles de gobierno. Ariel.
- TOPIC 2: Alegre, Miguel Angel y Subirats, Joan. (2013). ¿Sistemas y Políticas Educativas Comparadas: Transformaciones, Convergencias y Divergencias en los Países Europeos¿. En DEL PINO, ELOISA., y RUBIO LARA, Mª JOSÉ. (Eds.). (2013). Los Estados de bienestar en la encrucijada: Políticas sociales en perspectiva comparada. Tecnos. Llorent-Bedmar, Vicente. y Cobano-Delgado, Verónica. (2018). ¿Reformas en la legislación educativa española durante el actual período democrático: Una perspectiva crítica¿. Archivos Analíticos de Políticas Educativas, 26(125), 1-23.
- TOPIC 3: Moreno Fuentes, Fco.Javier. (2013). ¿Políticas Sanitarias en Perspectiva Comparada. Descentralización, Mercados y Nuevas Formas de Gestión en el Ámbito Sanitario¿. En DEL PINO, Eloisa., y RUBIO LARA, Mª. JOSÉ. (Eds.). (2013). Los Estados de bienestar en la encrucijada: Políticas sociales en perspectiva comparada. Tecnos. Camós, Ignasi. (2018). Protección Social. Seguridad Social. Asistencia Social. Asistencia Sanitaria. En Camas, Ferrán. y Ubasart, Gemma.

(Dirs.), Manual del Estado del Bienestar y las políticas sociolaborales. Huygens Editorial

- TOPIC 4: Ramos Gallarín, Juan Antonio, & del Pino Matute, Eloisa. (2009). Un análisis político del cambio en el sistema de pensiones en España. Moreno Fernández, Luis (Ed.), Reformas de las políticas del bienestar en España (pp. 67-100). Tecnos. Rubio Lara, Mª Josefa (2017). La Reforma de las Pensiones de Jubilación en Perspectiva Comparada ¿Del Estado de Bienestar al Estado Regulador? En DEL PINO, ELOISA., y RUBIO LARA, Mª Josefa. (Eds.). (2013). Los Estados de bienestar en la encrucijada: Políticas sociales en perspectiva comparada. Tecnos.
- TOPIC 5: Gloria María & Romero, Juan. (2021). Public Housing and Welfare State in Spain: Balance and State of Affairs in the COVID-19 Time. Boletín de la Asociación de Geógrafos Españoles, (91) Tatjer, Mercé. (1998). ¿La política de vivienda: el Estado del bienestar vulnerable¿. En Subirats, Joan. y Gomà, Ricard. (Coords.) Políticas públicas en España: contenidos, redes de actores y niveles de gobierno. Ariel.
- TOPIC 6: Dodds, Aneliese (2012). Comparative Public Policy. Palgrave- Macmillan (Capítulo 7). Arias, Manuel. y Valencia, Angel. (2004). Claves de la emergente política medioambiental española: sostenibilidad, gobernanza y europeización. Gestión y Administración Pública, 28-29, 23-40.
- TOPIC 7: ALDEGUER, BERNABÉ. (2014). Las políticas públicas de igualdad de género. En PASTOR, GEMA. Teoría y práctica de las políticas públicas. Madrid: Tecnos. ALEMÁN, CARMEN. y FERNÁNDEZ, TOMÁS. (coords.), (2006): Política social y Estado de bienestar, Tirant lo Blanch (capítulo 5). Rosetti, Natalia. y Serra, Macia. (2018) Retos de las políticas sociales. En Camas Roda, Ferran., & Ubasart González, Gemma. (dirs.). (2018). Manual del Estado del Bienestar y las políticas sociolaborales. Huygens 247-259.