

# URBAN PLANNING & POLICY DESIGN

## POLICY ANALYSIS 2022



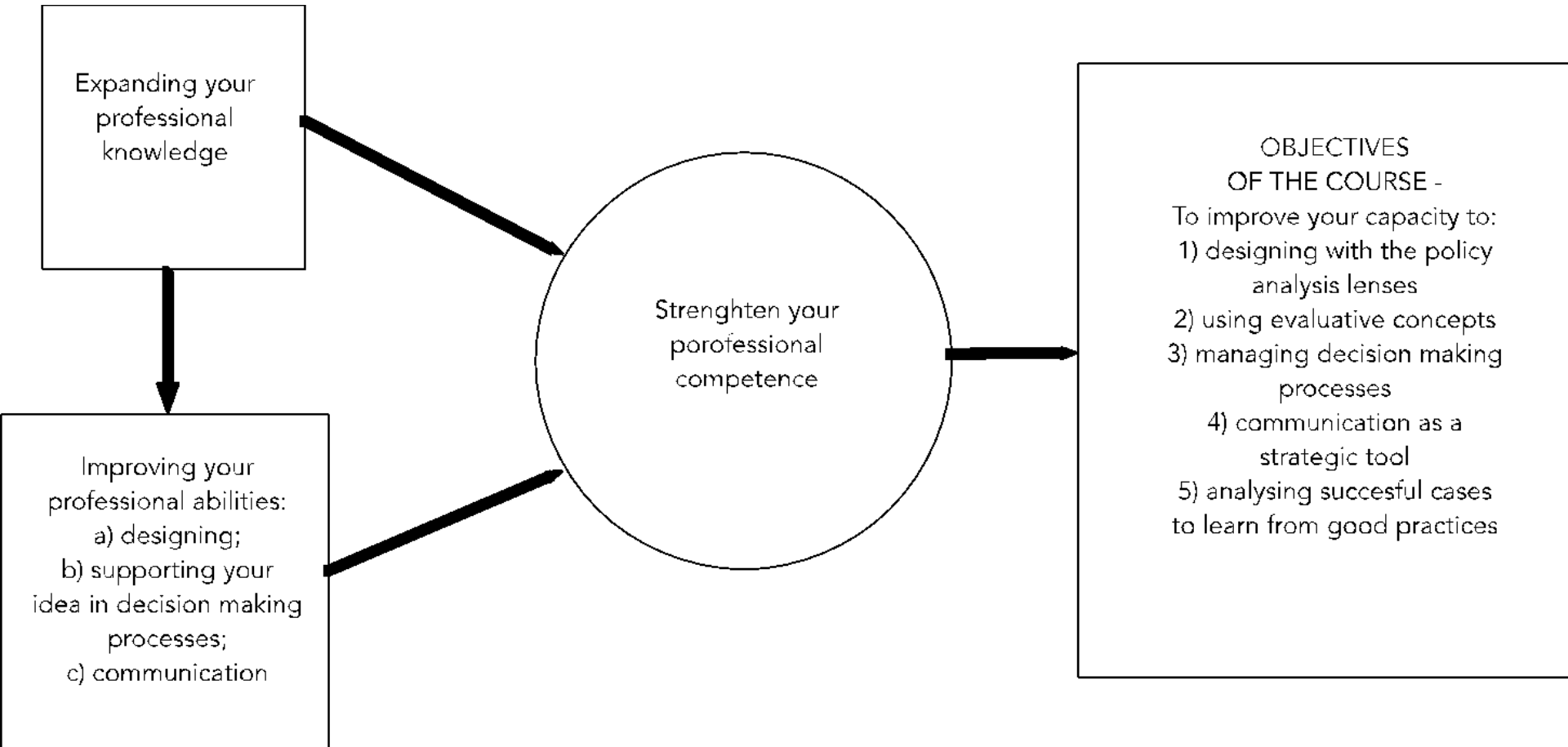
POLITECNICO  
DI MILANO



**Giancarlo Vecchi**

***Designing interventions that work in practice:  
policy design, decision making & evaluation for  
an urban planning course***

***Syllabus: contents of the Course 2022 and  
assessment criteria***





The main aim of the class is to familiarise the students with a roadmap to elaborate a **POLICY DESIGN**. In other words, to consider your Planning Design not only as a technical project, but at the same time as a public policy.

Policy design involves a set of analysis that planners can develop to deal with social and political problems connected with the cycle of an intervention: the design, decision, implementation, evaluation and communication of urban projects.



Policy Design is conceptualized as a problem setting and a problem solving approach to deal with the critical constraints coming from the 'problem' to solve, from the actors involved (political, economic, social, etc.) and form the context of the intervention. In general every urban intervention will use public or collective resources (land, landscape, air, sound, light, public finances, etc.) and will have an impact on the public and private interests: so, often many actors are involved.



Defining the contents of a problem in a way useful to find solutions; finding the right theory and instruments to solve a problem; adapting ideas from successful cases; defining the expected outcomes; designing the implementation; analysing the context of a policy or project to understand the actors and the coalitions involved in decision making; helping policy makers in managing conflicts; evaluating the results of a plan to learn and diffusing good practices ... all are relevant part of a planner's competence.



And, finally, a planner has to communicate, to present and explain to the institutions, to the interests groups and to the general public, the characteristics of a plan/project, providing with convincing arguments information about the feasibility and the expected results/impacts



To elaborate a policy design, we will use:

- Theories (e.g. evaluation dimensions, decision making processes, policy instruments, etc.)
- Methods (e.g. evaluation methodologies, case studies, etc.)
- and Techniques (e.g. interviews, etc.) derived from policy analysis and decision-making processes



The basis is provided by the policy analysis framework, a discipline with strong interests in urban/metropolitan planning, architecture designing, environmental and social problems, etc.





The main goals are:

- To introduce some basic concepts of public policy analysis
- To present the main contents of policy design: a) defining the program theory and the main expected results; b) defining the causal mechanisms to trigger the expected change in actors' behaviour;
- To present a framework to analyse decision making process and to use strategies to overcome barriers and to perform innovations → through a new educational digital game, called P-Cube (Playing Public Policy)



1. Introduction: the policy cycle model
2. Designing as a problem-setting process: ideas, values and conflicts in the pluralistic society
3. Designing as a problem-solving process to produce positive changes in the problem situation: the evaluation dimensions
4. Modifying actors' behaviours: Instruments & the causal mechanisms theory



5. A framework to analyse a decision-making process
6. Strategies to manage decision processes and to foster innovation -> Educational Digital Game with 15 levels



The course is based

- a) on lectures and seminars, some written exercises
- b) the use of the P-Cube digital game, the students should play in groups of 5 people
- b) students ***attending*** the class will be required to participate to the class activities, seminars and exercises (in class or at home). Active participation is an element of the final grade.



# ATTENDING STUDENTS

The final assessment of the Policy Analysis course will be the sum resulting from three factors:

- a) active participation (15%) that means:  
exercises and seminars
- b) the results of the P-Cube digital game (15%)
- c) an individual written exam (70%) based on  
the course lectures



# NON-ATTENDING STUDENTS

The exam for non-attending students is a written exam based on two books:

- a) Bruno Dente, ***Le decisioni di policy***, Bologna, Il Mulino, 2011 ) / ***Understanding Policy Decisions***, Springer, 2013 / Bruno Dente y Juan Subirats, ***Decisiones Pùblicas***, Barcelona: Ariel, 2014 (Colección Ariel Ciencias Sociales, 368 páginas, ISBN: 978-84-344-0996-5)



# NON-ATTENDING STUDENTS / SECOND BOOK

b) Funnell Sue and Patricia Rogers, 2011. ***Purposeful Program Theory***, Jossey Bass, ISBN 978-0-470-47857-8

OR

c) Eugene Bardach - *Eric M. Patashnik*, 2009. ***A practical guide for policy analysis***. (5th ed.), Washington, CQPress/Sage



# continue **NON-ATTENDING STUDENTS**

The written exam includes:

- a) The analysis of a case-study based on the Dente book contents
- b) Questions regarding the contents of Dente book, and Funnell-Rogers or Bardach-Patashnik book





# SUGGESTED BIBLIOGRAPHY FOR ATTENDING STUDENTS



- Eugene Bardach - *Eric M. Patashnik*, 2015/2019. ***A practical guide for policy analysis***. (5th or 6th ed.), Washington, Sage and CQPress/Sage
- Bruno Dente, ***Le decisioni di policy***, Bologna, Il Mulino, 2011 ) / ***Understanding Policy Decisions***, Springer, 2013, or
- Bruno Dente y Juan Subirats, ***Decisiones Pùblicas***, Barcelona: Ariel, 2014 (Colección Ariel Ciencias Sociales, 368 páginas, ISBN: 978-84-344-0996-5)