

**Human Resource Management in Public Administrations**

Code: 101878  
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OT	4	1

## Contact

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## Teaching groups languages

To check the language/s of instruction, you must click on "Methodolody" section of the course guide.

## Teachers

Cristina Manresa Llop

## External teachers

Sra. Cristina Manresa

## Prerequisites

This subject does not have any pre-requierments

## Objectives and Contextualisation

The main objects of the subject are:

- Know the different areas and possibilities of work offered by Public Administrations (AAPP)
- The typology of personnel at the service of Public Administrations.
- Know how staff templates can be dimensioned and organized.
- Systems of selection to the AAPP, the procedures and requirements.
- Approach to career opportunities in the AAPP
- Systems for evaluating the performance of public employees
- Identify the professional competences applied to the AAPP.
- Legal status of working conditions of public employees
- Professional public management.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Communicate information , ideas, problems and solutions to both specialised and non-specialised publics.
- Efficiently manage technology in security operations.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Identify, manage and resolve conflicts.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Plan and coordinate the resources of the three large subsystems that interact in questions of security: people, technology and infrastructures.
- Respond to problems applying knowledge to practice.
- 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.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use the capacity for analysis and synthesis to solve problems.
- Work in institutional and interprofessional networks.

## Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analyse the situation and identify the points that are best.
3. Apply different management systems to public safety.
4. Apply the different concepts involved in the internal and external communication of an organisation.
5. Be able to adapt to unexpected situations.
6. Critically analyse the principles, values and procedures that govern professional practice.
7. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
8. Identify, manage and resolve conflicts.
9. Propose new methods or well-founded alternative solutions.
10. Propose projects and actions that incorporate the gender perspective.
11. Respond to problems applying knowledge to practice.
12. 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.
13. 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.
14. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
15. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
16. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
17. Take decision relating to the contingencies involved in managing risks in public systems.

18. Use the capacity for analysis and synthesis to solve problems.
19. Work in institutional and interprofessional networks.

## **Content**

### BLOCK 1

- 1.- Employment in Public Administrations and the field of security.
- 2.- Administration, management and HR policies in the public sector.
- 3.- The normative framework of public employment.
- 4.- Staff typology

### BLOCK 2

- 5.- Public employment management instruments
- 6.- Selection and provision systems.
- 7.- Rights and duties of public employees.
- 8.- Disciplinary system and incompatibilities
- 9.- Promotion and career of the staff

### BLOCK 3

- 10.- Performance evaluation
- 11.- Remuneration system: incentivitation and productivity.

### BLOCK 4

- 12.- Collective rights to public employment.
- 13.- Security recourse management.
- 14.- Security work plans (planification)
- 15.- Transversality
- 16.- Conflict management

## **Methodology**

Teaching language: Spanish

The methodology to be followed throughout the implementation of the teaching will be mixed: explanation by the teacher to the time interaction with the students through the question / answer system in the theory sessions. To the practical contents, on the other hand, there will be a clear protagonism of the students, since the teacher will only offer the initial questions and will support throughout the individual or group work of the students. It is about making a simultaneous system of teaching-learning of the students, which becomes a type of training to face in the best conditions the tests of theory and practice at the end of the block.

Depending on the size of the group, you can also use the group dynamics technique with a spokesperson to assess teamwork.

In each of the thematic blocks, the same scheme will be made:

- Presentation with script.
- Approach of basic questions to learn.
- Content exhibition.
- Realization of practical assumption.
- Summary essential elements of the subject.

The tutorials with the teaching staff will be arranged by email

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.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	
Theoretical classes with the participation of students	40	1.6	
Type: Supervised			
Resolution of practical causes. Tutoring with students	12	0.48	
Type: Autonomous			
Personal study	94	3.76	

## Assessment

### Continuous evaluation

Students will take continuous evaluation tests (PEC) that will be delivered through the moodle classroom related to the blocks of the syllabus.

Students will take two written evaluations, one corresponding to the first 3 blocks and another one related to the 4th block. This test may be oral at the teacher's discretion. Each test must obtain a grade of at least 3.5 to be able to add the grade obtained in the continuous evaluation tests (PEC).

### Single Evaluation

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (50%) and will hand in the work of the course (50%).

The date for this test and the delivery of the work of the subject will be the same scheduled in the timetable for the last exam of continuous evaluation.

The same recovery system will be applied as for the continuous evaluation.

#### Evaluation of the students in second or more summons.

Students who repeat the course will have to take the scheduled tests and exams and hand in the course work on the dates indicated in the Moodle classroom.

#### Recovery

In case of not passing the course according to the above mentioned criteria (continuous assessment or single assessment), a recovery test can be done on the date scheduled in the timetable, which will deal with all the contents of the program. In order to participate in the recovery the student must have been previously evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the subject. However, the grade that will be recorded in the student's file is a maximum of 5-Approved, regardless of the grade obtained in the exam.

If the student has not been evaluated for these two thirds because he/she has not taken the tests, he/she will receive a grade of Not Presented, without the possibility of taking the final make-up exam.

#### Changing the date of a test or an exam

Students who need to change an evaluation date must submit the request by filling in the document that can be found in the EPSI Tutoring moodle space.

Once the document has been filled in, it must be sent to the subject teacher and to the grade coordination.

#### Revision

At the time of each evaluation activity, the faculty will inform the students of the grade review mechanisms.

For single evaluation students, the review process will be the same.

#### Other considerations

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student performs any irregularity that may lead to a significant variation in the grade of an act of evaluation, this act of evaluation will be graded with a 0, regardless of the disciplinary process that may be instituted. In case of several irregularities in the acts of evaluation of the same subject, the final grade of this subject will be 0". The tests/exams may be written and/or oral at the teacher's discretion.

In case of suspicion of plagiarism, including technological plagiarism, the teacher may verify the originality of the work, including through oral tests.

If there are supervening circumstances that prevent the normal development of the course, the teacher may modify both the methodology and the evaluation of the course.

## **Assessment Activities**

Title	Weighting	Hours	ECTS	Learning Outcomes
Resolution of practical cases and realization of works	50	0	0	5, 6, 1, 2, 4, 3, 11, 7, 8, 17, 9, 10, 16, 15, 14, 12, 13, 19, 18
Written or oral tests to assess the knowledge acquired by the student Block 4	25	0	0	5, 6, 1, 2, 4, 3, 11, 7, 8, 17, 9, 10, 16, 15, 14, 12, 13, 19, 18
Written or oral tests to assess the knowledge acquired	25	0	0	5, 2, 4, 11, 17, 16, 12, 13, 18

## **Bibliography**

JAUREGUIZAR Y MORENO, E (2020). *Manual práctico de Recursos Humanos en la Administración Pública*, Dykinson.

RODRÍGUEZ VILLANUEVA, J. (2021), *La estructuración de la función pública española: diseño, gestión y posibilidades de optimización*. Aranzadi

SÁNCHEZ MORÓN, Miguel Y OTROS (2207), *La función pública directiva en Francia, Italia y España*, INAP.

URCELAY LECUE, M.C. (2020), *Utilización abusiva de los contratos temporales en la función pública española*. Revista Aranzadi Doctrinal.

FIGUEROA-HUENCHO, V de L; PLISCOFF-VARAS, C.H.; ARAYA - ORELLANA, J.P. (2014), Desafíos a la formación de los futuros directivos públicos del siglo XXI, *Convergència*, vol 21 (64), pg. 207 - 234

BRIONES GAMARRA, O. (2019), La obsoleta función directiva pública en España y su relación con un ¿marco normativo común?, *Cuadernos de gobierno y administración pública*, vol 6 (2), pg. 141 . 161, 2019

## **Software**

This subject will use the basic software of the Office 365 package