

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

Contact

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Teaching groups languages

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Prerequisites

There are no pre-requierments

Objectives and Contextualisation

The Public Administration has a fundamental role in everything that has to do with prevention and safety, establishing plans and measures that allow facing in a coordinated and effective way situations of serious collective risk, to guarantee the integrity of the people, material means , infrastructure and the environment.

It is also up to the Public Administrations to protect the free exercise of the rights and freedoms of citizens, as well as to ensure compliance with their obligations, guarantee public safety and peaceful coexistence, within the framework of the general interest.

At the same time, the Public Administration must ensure the safety of the infrastructures, means of transport and other means that it uses and makes available to citizens, as well as the safety and welfare of its employees.

Public employees are responsible for preventing and acting on any threat to safety. Therefore, their effectiveness will depend, not only on the means they have, but on their competencies, organization and direction.

That is why this subject aims to make known to students the legal regime and working conditions of public employees of Public Administrations, dealing with the different instruments that make up a human resources management system, according to the different type of link legal relationship with public administrations, that is, public officials or employees hired.

An approximation will be made to the professional relationship of the public employee, from the selection systems, rights and duties, code of conduct, working conditions, professional promotion and the extinction of the relationship.

The basic Statute of the public employee, from now on EBEP, is the basic norm of all these issues, without prejudice to other regulations of a specific nature.

The management of teams, leadership, and other items related to the management of public employees, will highlight the importance of the new figure of the "Professional Public Manager" regulated for the first time in article 13 of the EBEP.

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.
- Approximation to the possibilities of professional career 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
- The professional public direction.

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: incentivation and productivity.

BLOCK 4

12.- Collective rights to public employment.

13.- Professional public management

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class. Videoconference with the active participation of the students	6	0.24	
Evaluation	4	0.16	
Type: Supervised			
Debats, resolution of practical cases and tutorials.	24	0.96	
Type: Autonomous			
Personal study and do individual works	116	4.64	

Teaching language: Spanish

The teaching methodology is adapted to the sessions organized through the virtual meeting platform (Teams). These sessions are voluntary and their purpose is to expose the main ideas of the subject and clarify existing doubts, given the online nature of the training that implies the work of the material individually by the student, previously.

The platform of the Virtual Classroom (Moddle) of the UAB will be regularly used for regular contacts with students through the forums of the subject, provide ternary and documentation, presentation and delivery of continuous assessment work.

You can also check the tutorials 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Analysis of work safety protocol	25	0	0	1, 2, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18
Solve practical cases.	25	0	0	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,

Theoretical test	50	0	0	2, 3, 5, 8, 11, 16, 17, 18
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Continuous evaluation

Students will take 2 continuous evaluation tests (PEC) that will be delivered through the moodle classroom related to the blocks of the syllabus.

Students will be evaluated by means of a written test on the subject matter covered, which will take place on the date scheduled at the School. This test may be oral at the teacher's discretion.

In order to obtain the sum of the two parts, theoretical and practical, it is necessary to obtain a minimum grade of 3.5 in the face-to-face written test..

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.

Not evaluable

Students who do not carry out any of the activities provided for in this section will be graded as not evaluable

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.

Bibliography

JAUREGUIZAR Y MORENO, E (2023). *Manual práctico de Recursos Humanos en la Administración Pública*, Dykinson.

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SÁNCHEZ MORÓN, Miguel Y OTROS (2017), *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

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	first semester	afternoon