

Degree programme	Type	Course
Prevention and Integral Safety and Security	OP	4

Contact lecturer

Name : Mèrida Iglesias Lucia

Email : merida.iglesias@uab.cat

Teaching staff

Cristina Manresa Llop

Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

This subject does not have any pre-requirerments

Objectives

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.

Learning outcomes

1. Use the capacity for analysis and synthesis to solve problems.
2. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
3. Respond to problems applying knowledge to practice.
4. Be able to adapt to unexpected situations.
5. Work in institutional and interprofessional networks.
6. Identify, manage and resolve conflicts.
7. 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.
8. 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.
9. 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.
10. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
11. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
12. Propose new methods or well-founded alternative solutions.
13. Critically analyse the principles, values and procedures that govern professional practice.
14. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
15. Propose projects and actions that incorporate the gender perspective.
16. Take decision relating to the contingencies involved in managing risks in public systems.
17. Apply different management systems to public safety.
18. Apply the different concepts involved in the internal and external communication of an organisation.
19. Analyse the situation and identify the points that are best.

Contents

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

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Personal study	94	3.76	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Resolution of practical causes. Tutoring with students	12	0.48	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

Evaluation	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Theoretical classes with the participation of students	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

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.

Assessment

Continuous assessment activities

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

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 (moodle) of the grade and date 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.

Due to unforeseen circumstances that prevent the normal development of the subject, the teaching staff may modify both the methodology and the evaluation system of the subject.

Use of AI

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student must identify clearly which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater penalties in cases of seriousness.

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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Spanish	first semester	afternoon