



IDENTIFYING DATA

Public Sector Economics

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|---------------------|--|-----------|------|------------|
| Subject | Public Sector Economics | | | |
| Code | P07G092V01210 | | | |
| Study programme | Grado en Dirección y Gestión Pública | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 6 | Mandatory | 2nd | 2nd |
| Teaching language | #EnglishFriendly Spanish Galician | | | |
| Department | | | | |
| Coordinator | Chamorro Rivas, José María Andrés Mosquera, Andrés de | | | |
| Lecturers | | | | |
| E-mail | | | | |
| Web | | | | |
| General description | Economy of the public sector is a 6 ECTS course, compulsory of 2nd course, aimed to tackle the economic appearances, the foundations and the consequences of the intervention of the public administrations in the economy of a country. | | | |
| | English Friendly subject: International students may request from the teachers: a) resources and bibliographic references in English, b) tutoring sessions in English, c) exams and assessments in English | | | |

Training and Learning Results

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|------|---|
| Code | |
| A1 | Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study. |
| A2 | Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study. |
| A3 | Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature. |
| A4 | Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences. |
| A5 | That students have developed those learning skills needed to undertake further studies with a high degree of autonomy. |
| B1 | Analysis, synthesis, problem-solving, decision-making, information- and time-management skills. |
| B2 | Organizing and planning their own professional careers in the best possible way |
| B3 | Ability to work in teams and in multidisciplinary environments. |
| B4 | Commitment to ethical values and public service vocation. |
| B5 | Critical thinking skills. |
| C10 | To assess the economic environment and the economic dimension of the public sector. |
| D1 | To identify the meaning of, and to put into practice, gender perspectives in the different areas of knowledge and in one's professional practice, with the aim of contributing to the achievement of fairness and equality in society at large. |
| D2 | To be able to communicate, both orally and in writing, in the two official languages (Spanish and Galician) and in a foreign language. |
| D3 | Raising awareness about environmental issues. |
| D4 | To master the specific ICT techniques in their respective academic and professional fields. |
| D5 | To acquire independent learning skills. |

Expected results from this subject

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|---|----|----|-----|----|
| When finishing the subject, the student will be able of: 1. Identify the main questions of the that occupies the economy of the public sector. 2. Recognize that activities realizes the public sector and how are organized. 3. Identify and foresee all the consequences of the public activities. 4. Describe the main reasons of discrepancy go in the economists envelope the measures that owe to adopt the Governments. 5. Analyze the different points of view envelope the economic paper of the Been. 6. Evaluate the distinct possible measures to achieve the objectives of the governmental politics. 7. To become aware of public goods with the objective to reach a more just society and equitable. 8. Commit to issues of social welfare. | A1 | B1 | C10 | D1 |
| | A2 | B2 | | D2 |
| | A3 | B3 | | D3 |
| | A4 | B4 | | D4 |
| | A5 | B5 | | D5 |

Contents

Topic

| | |
|--|--|
| Topic 1. Institutions, markets and state. The paper of the public intervention | a) Introduction to the Public Economy b) Problems of efficiency and equity in the operation of the markets c) The reason of the public intervention: "failures of market" and "failures of the State". We review the foundations of the public intervention in a system of market economy when it fails, to improve the efficiency, the equity in the distribution of the income, and the economic stability. |
| Topic 2. Organization and dimension of the Public Sector in Spain | a) Introduction to the Spanish public sector b) Delimitation of the public sector, and legal framework c) The weight of the public sector in the economy |
| Topic 3. Analysis of public spending | a) Evolution of public spending and explanatory theories b) Effects of public spending on efficiency and distribution c) Main spending programs |
| Topic 4. Analysis of public income | a) International trends b) The income of the Spanish public sector c) Main tax and tax figures d) The federal public treasury |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Lecturing | 20 | 20 | 40 |
| Case studies | 15 | 15 | 30 |
| Autonomous problem solving | 5 | 30 | 35 |
| Discussion Forum | 3 | 23 | 26 |
| Programmed instruction | 5 | 10 | 15 |
| Essay questions exam | 0 | 2 | 2 |
| Essay questions exam | 2 | 0 | 2 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------------------|--|
| Lecturing | Educational activity in which the initiative splits of the professor in which it describes and explains the content of the program |
| Case studies | Teaching activity in the that deep in the contained of the program by means of real or stylized situations that exemplify the subject and show surroundings and consequences; in any cases applying procedures that include generative artificial intelligence |
| Autonomous problem solving | Formative activity in which the student confronts to exercises, models, examples, supposed, readings etc. in which it has to resolve of autonomous form the problem proposed using the bibliography contributed by the professor |
| Discussion Forum | Proposals, contributions, critical, discussions between students and professor in which they debate subjects of face-to-face or telematic form. |
| Programmed instruction | Methodology or technical of learning in which the aim is «to direct the human learning under conditions controlled» by means of three elements: (1) it delivers the information in small pills, (2) to the rhythm typical of the student and (3) provides immediate feedback, so much positive like refusal. |

Personalized assistance

| Methodologies | Description |
|---------------|-------------|
|---------------|-------------|

| | |
|----------------------------|---|
| Case studies | The formative activities in the that proposes the attention customized will be, go in others, the study of cases. Resolution of doubts of the students in relation with any aspect of the subject (content, work or practical), as well as attention the needs and queries related with the study and/the subjects linked with the discipline, providing orientation, support and motivation in the process of learning. This activity will be online(through email or virtual campus). |
| Autonomous problem solving | The formative activities in the that proposes the attention customized will be, go in others, the study of cases. Resolution of doubts of the students in relation with any aspect of the subject (content, work or practical), as well as attention the needs and queries related with the study and/the subjects linked with the discipline, providing orientation, support and motivation in the process of learning. This activity will be online(through email or virtual campus). |
| Discussion Forum | The formative activities in the that proposes the attention customized will be, go in others, the study of cases. Resolution of doubts of the students in relation with any aspect of the subject (content, work or practical), as well as attention the needs and queries related with the study and/the subjects linked with the discipline, providing orientation, support and motivation in the process of learning. This activity will be online(through email or virtual campus). |
| Programmed instruction | The formative activities in the that proposes the attention customized will be, go in others, the study of cases. Resolution of doubts of the students in relation with any aspect of the subject (content, work or practical), as well as attention the needs and queries related with the study and/the subjects linked with the discipline, providing orientation, support and motivation in the process of learning. This activity will be online(through email or virtual campus). |

| Assessment | | | | | | |
|----------------------------|---|---------------|-------------------------------|----|-----|----|
| | Description | Qualification | Training and Learning Results | | | |
| Lecturing | Examination of objective questions | 00 | A1 | B1 | C10 | D1 |
| | Case study | | A2 | B2 | | D2 |
| | Examination of development questions | | A3 | B3 | | D3 |
| | | | A4 | B4 | | D4 |
| | | | A5 | B5 | | D5 |
| Case studies | Examination of objective questions | 20 | A1 | B1 | C10 | D1 |
| | Case study | | A2 | B2 | | D2 |
| | Examination of development questions | | A3 | B3 | | D3 |
| | | | A4 | B4 | | D4 |
| | | | A5 | B5 | | D5 |
| Autonomous problem solving | Examination of objective questions | 20 | A1 | B1 | C10 | D1 |
| | Case study | | A2 | B2 | | D2 |
| | Examination of development questions | | A3 | B3 | | D3 |
| | | | A4 | B4 | | D4 |
| | | | A5 | B5 | | D5 |
| Essay questions exam | Partial content exam that includes both descriptive and objective development questions as well as opinion questions. | 30 | A1 | B1 | C10 | D1 |
| | | | A2 | B2 | | D2 |
| | | | A3 | B3 | | D3 |
| | | | A4 | B4 | | D4 |
| | | | A5 | B5 | | D5 |
| Essay questions exam | Partial content exam that includes both descriptive and objective development questions as well as opinion questions | 30 | A1 | B1 | C10 | D1 |
| | | | A2 | B2 | | D2 |
| | | | A3 | B3 | | D3 |
| | | | A4 | B4 | | D4 |
| | | | A5 | B5 | | D5 |

Other comments on the Evaluation

□ The information about the evaluation activities is available in the space of the subject in the virtual campus, under the label □Evaluación□ of each topic.

□ Students will have the option to present themselves to the extraordinary call (June Exam) based on the adaptation of these activities by the teacher and whose content will be posted on the platform.

□ It will be a necessary requirement for the development of the subject that the teaching staff can have an updated PHOTOGRAPH* of the students that must be uploaded to the platform at the beginning of the course, and always before September 30.

(*) The sole purpose of processing this data is so that the teaching staff of the subject can verify the identity of the students enrolled in it. The basis of legitimacy for the treatment of this data is carried out in application of the provisions of article 6.1y) of the RXPd in which the treatment is necessary for the exercise of the public powers conferred on the person responsible for the treatment based on article 9 of the Law 39/2015, of October 1, of the common administrative procedure

of public administrations and in article 25.7 of RD 1791/2010, of December 30, for which the University Student Statute is approved.

Access to the image and personal data of the students is only allowed to the teachers of each subject for the performance of the academic activities indicated in this teaching guide and they will not be used or disclosed for any other purpose, and the corresponding duty of confidentiality must be kept the same.

Sources of information

Basic Bibliography

Albi, E; González Páramo, JM; Zubiri, I, **Economía pública I, II**, VVEE, Ariel, 2007

Stiglitz, J; Rosengard, JK, **La economía del sector público**, 4ª, Antoni Bosch, 2016

Stiglitz, J; Walsh, I., **Microeconomía**, Ariel, 2009

VVAA, **The economy**, <https://www.core-econ.org/>, 2021

Mochón, F, **Economía: teoría y política**, 6ª, S.A. MCGRAW-HILL / INTERAMERICANA DE ESPAÑA, 2009

Complementary Bibliography

Recommendations

Subjects that it is recommended to have taken before

Economics: Public Economics/P07G092V01103