

**Safety Models**

Code: 103998  
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	FB	1	2

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Manuel Ballbé Mallol  
Roser Martínez Quirante

**Prerequisites**

This subject doesn't have any pre-requirerments

**Objectives and Contextualisation**

The different models of public management of security and its consequences will be shown. The North American model and its influence in our continent will be analyzed and its effectiveness and positive and negative aspects will be discussed. Likewise, the new concept of human security will be shown through the three conceptions of security throughout history. These have modeled the current systems that have a certain overlap. The new rights in the risk society that make up the third security model have been developed mainly through the activism of the community that progressively detected new risks that affected the right to life and health, to physical and moral integrity , overcoming the vision of security as an issue of prevention and fight against crime exclusively.

We have gone from a statocentric vision of security to a human-centered or individual-centered vision. That is to say, the idea of the protection of the human being is reinforced with respect to any danger and risk that may lie in wait for it.

- TRAINING OBJECTIVES
- Teaching the decisive role, not so much of the State and the regulation, but of the activism of the community in the outbreak of the information warning of the dangers and risks for the right to life and the physical and moral integrity that later are reflected in regulation.
- Have knowledge of the legal and cultural results of community activism, for the practice of work within the current community.
- Design and use legal and institutional systems, components, administrative procedures of participation, deliberation and experimentation that take place in the local area and that are the key innovation factors in the field of human security, to achieve the established requirements and analyze and interpret the results obtained.

- Identify, formulate and solve problems in a complex and conflictive community environment where it is essential to know the factors that can produce violence and confrontation as well as the methods of integration and reduction of confrontations.
- Understand the impact and interaction of the community and the Administration in the risk society. As well as the importance of working in a plural and multilevel environment given that currently the problems of a local community are directly related to other countries, religions, etc., producing the "glocal" phenomenon, that is, that the local has a Direct Global projection and vice versa

## Competences

- Apply the legal regulations governing the sector of prevention and integral security.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Contribute to decisions on investment in prevention and security.
- Use the capacity for analysis and synthesis to solve problems.
- Work and learn autonomously.

## Learning Outcomes

1. Apply the basis of statistics. Economics and finance, in the applicable legal framework and the informatics necessary to undertake prevention and security.
2. Apply the rules of professional practice for private security and private research.
3. Carry out scientific thinking and critical reasoning in matters of preventions and security.
4. Plan and manage prevention and security in accordance with the prevailing legislation applicable in the sector.
5. Use the capacity for analysis and synthesis to solve problems.
6. Work and learn autonomously.

## Content

### 1st Part

1. The military security model and its instruments of repression. Religious origins and secular development. The religious influence (catholic or protestant) in the conception of the State: the administrative-centric state before the individual-centered state. The construction of the absolute State and the military State in Spain.
2. The prevention safety model. Scotland Yard and the professional civil and local prevention police.
3. The security model in North America. Origins and development. From the anomic state to the regulatory state. The regulatory waves. The New Deal and the Rights Revolution of the 60s and 70s of the 20th century. The model of risk society. The role of the company's environmental risk prevention delegate.

### 2nd Part Analysis of the models through jurisprudence

## Methodology

The methodology of this subject will be based on a dynamic and participatory model. Students must study the topics through the mandatory reading of the materials that will be offered, they must participate in the written discussion forums, and they must connect or watch the different lectures that the teacher will give.

Students must provide reflections and comments to the texts of mandatory reading as well as investigate jurisprudence, news or legislation that the teacher asks in the discussion forums.

The exams will be written and / or oral at the teacher's discretion

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Class	6	0.24	1, 2, 3, 4, 6, 5
Type: Supervised			
Forum discussions	24	0.96	3, 6, 5
Type: Autonomous			
Continuous evaluation exercise I and II	120	4.8	1, 2, 3, 4, 6, 5

## Assessment

1. Each and every one of the contributions in the forums will be evaluated and the reflections and comments that demonstrate that the student has understood the texts under study will be valued positively, that the subject will be mastered and that the debate will be innovated.
2. Likewise, the contribution that has been based on compilation of current news from the Anglo-Saxon world will be taken into account in order to enrich the common reflection. At the end of the established period, the student must take a one-hour written reflection test on some of the aspects dealt with in the subject. All materials that the student considers convenient to do so will be available and will last 1 hour.
3. Students who do not make relevant contributions in at least two forums and who do not present the two required practices, will not be able to take the continuous assessment test and will pass directly to the final exam. The exams may be oral or written at the teacher's discretion
4. In case of not passing the subject according to the aforementioned criteria (continuous evaluation), a recovery test may be done on the date scheduled in the schedule, and it will cover the entire contents of the program. To participate in the recovery the students must have been previously evaluated in a set of activities, the weight of which equals a minimum of two thirds of the total grade of the subject.
5. However, the qualification that will consist of the student's file is a maximum of 5-Approved. Students who need to change an evaluation date must submit the request by filling in the document that you will find in the moodle space of Tutorial EPSI.
6. Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student makes any irregularity that could lead to a significant variation in the grade of an evaluation act, it will be graded with a 0 This evaluation act, regardless of the disciplinary process that can be instructed In case of various irregularities occur in the evaluation acts of the same subject, the final grade of this subject will be 0 ". The tests / exams may be written and / or oral at the discretion of the teaching staff. Continuous evaluation will be valued at 60% (PEC 1 30%, PEC 2 30%)
7. The final test of the continuous evaluation will carry the remaining 40%

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous evaluation exercise I	20%	0	0	1, 2, 3, 4, 6, 5
Continuous evaluation exercise II	20%	0	0	1, 2, 3, 4, 6, 5
Oral or written exams	60%	0	0	1, 2, 3, 4, 6, 5

## Bibliography

- Ballbé, Manuel, "El futuro del Derecho administrativo en la globalización: entre la americanización y la europeización", RAP, núm.174, 2007.
- Martínez Quirante, Roser, Armas: ¿libertad americana o prevención europea?, Ariel, 2ª.ed. 2009. (Capítulo 1, pág. 23 a 44)
- Shearing, C. Y Wood, J., Pensar la seguridad, Dykinson, 2011.
- Sunstein, C.R., Riesgo y razón. Seguridad, riesgo y medioambiente, Katz Editores, 2006

