

Integrated Management Models: Safety

Code: 101842
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Prerequisites

This subject doesn't have any pre-requirerments

Objectives and Contextualisation

The Degree in Prevention and Comprehensive Security is an official degree from the Autonomous University of Barcelona, which offers students a multidisciplinary training in coordinated risk management, in the fields of public and private security, the environment, quality and corporate social responsibility.

Graduates will be professionals capable of giving an efficient response to different decision-making processes typical of the prevention and security sector, such as, for example, those related to economic, administrative and human resource management aspects or those related to technological areas of the sector.

The subject "Comprehensive management models: security", is embedded in a main area of the academic curriculum, called "Techniques and risk management" and is part of a set of five subjects that aim to make the student know the techniques and models of the security system. The other four subjects are: Criminology and Criminalistics. Social research techniques. Comprehensive management models: environment.

Comprehensive management models: quality and corporate security.

This course is structured in two parts. One, related to the "organizational framework of security management", in which the theoretical and organizational framework of the security and emergency system is analyzed, as well as the characteristics, functions and general regulation of each of the main actors that intervene in the system.

The learning and scope of the competences of this subject allows the student to learn, both the techniques of managing organizational security models, as well as an analysis of the different frameworks of each one. In this way, it will have a global vision of the operation of the security and emergency system and specifically: its mission, its objectives, functions, actors involved, available resources and the problems they face.

Upon passing the course, the student will be able to:

1. Know the theoretical and organizational framework and where you will carry out your professional activity in the field of comprehensive security.
2. Know the way of carrying out projects and decision making.
3. Identify the different services and the framework of the existing security system in the topicality, both in terms of protection of people and property.
4. Identify the different management models in the security services.
5. Know the role and skills of both paid staff working in the

system, like volunteers.

6. Be able to take on professional challenges, as an executive or technician, in terms of comprehensive security.

7. Analyze the different behaviors that can lead to responsibilities in the framework of comprehensive security.

Competences

- Assume the social, ethical and professional responsibility that derives from professional practice.
- Be able to adapt to unexpected situations.
- Be able to communicate efficiently in English, both orally and in writing.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- Identify the resources necessary to respond to management needs for prevention and integral security.
- Identify, manage and resolve conflicts.
- Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
- Make efficient use of ITC in the communication and transmission of results.
- Respond to problems applying knowledge to practice.
- Show respect for diversity and the plurality of ideas, people and situations.
- Use the capacity for analysis and synthesis to solve problems.
- Work in institutional and interprofessional networks.

Learning Outcomes

1. Assume the social, ethical and professional responsibility that derives from professional practice.
2. Be able to adapt to unexpected situations.
3. Be able to communicate efficiently in English, both orally and in writing.
4. Draw up management proposals for prevention and security in an organisation.
5. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
6. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
7. Identify the resources necessary for managing security, the environment, quality and social corporate responsibility.
8. Identify, manage and resolve conflicts.
9. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
10. Make efficient use of ITC in the communication and transmission of results.
11. Respond to problems applying knowledge to practice.
12. Show respect for diversity and the plurality of ideas, people and situations.
13. Use the capacity for analysis and synthesis to solve problems.
14. Work in institutional and interprofessional networks.

Content

1. Theoretical and organizational framework of the security system
2. Management models in the police service.
3. Management models in the fire service.
4. Management models in the health emergency service
5. Management models in the emergency care and civil protection service.

6. Operational coordination in public security.

7. Management of uncertainties.

Methodology

The methodology of this subject will be based on a dynamic and participatory model. Students must correctly follow the explanations of the teachers in the classroom, read or study the topics proposed by the teachers, as well as participate in class.

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			
Theoretical and practical classes with the participation of students	44	1.76	2, 1, 3, 9, 11, 4, 10, 5, 7, 6, 8, 12, 14, 13
Type: Supervised			
Tutorials with students	12	0.48	2, 1, 3, 9, 11, 4, 10, 5, 7, 6, 8, 12, 14, 13
Type: Autonomous			
Individual study and practice	94	3.76	2, 1, 3, 9, 11, 4, 10, 5, 7, 6, 8, 12, 14, 13

Assessment

1. Evaluation of the topics worked on in the classroom and continuous evaluation

Exercises and problems: delivery of the exercises, assignments and problems that arise in class.

The mark of these exercises and practices is equivalent to 60% of the subject.

The mark of these exercises (6 points (maximum mark) with respect to the final mark of the subject) will be added to the average obtained of the individual theoretical tests as long as these have been passed in the conditions specified in the next section *.

2. Individual theoretical tests

Final Test of Continuous Assessment, on the date indicated in the schedule, which will assess the knowledge acquired by the student.

It will have a value of 4 points.

The tests / exams may be written and / or oral at the discretion of the teachers.

* The student who obtains a 2.5 out of 5, will be able to add the mark that he has obtained in the practical part.

3. Final Exam

The student who does not pass the subject, who does not reach a point 5 (total) out of 10, in accordance with the criteria established in the two previous sections may take a final exam as long as the student has evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total qualification of the subject. If it has not been evaluated by these two third parties for not having taken the tests, you will obtain a grade of Not Presented, without having the possibility of taking this final resit exam.

In this exam the set of contents of the subject will be re-evaluated.

In the case of passing the final exam, the subject will be passed with a maximum of 5, regardless of the grade obtained in the exam.

Students who need to change an assessment date must submit the application by filling out the document found in the EPSI Tutoring Moodle space.

4. Other considerations:

* Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student commits any irregularity that may lead to a significant variation in the qualification of an act of assessment, this assessment act will be graded with a 0, regardless of the disciplinary process that may be instructed, in the event of several irregularities in the assessment acts of the same subject, the final grade of this subject will be 0".

* If there are circumstances that prevent the normal development of the subject, teachers may modify both the methodology and the evaluation of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous Assessment Final Test	40%	0	0	2, 1, 3, 9, 11, 4, 10, 5, 7, 6, 8, 12, 14, 13
Evaluation of scheduled activities	60%	0	0	2, 1, 3, 9, 11, 4, 10, 5, 7, 6, 8, 12, 14, 13

Bibliography

BRYNJOLFSSON, E. McAFEE, A. La carrera contra la máquina, cómo la revolución digital está acelerando la innovación, aumentando la productividad y transformando irreversiblemente el empleo y la economía. Antoni Bosch, 2013.

DE UGARTE, D. El poder de las redes, manual ilustrado para ciberactivistas. Edición 2011. Disponible en: <https://lasindias.com/libros>

FERNANDEZ PEREIRA, J. P., La Seguridad Humana, Ariel, Barcelona, 2006.

ISTURITZ, J.J., "Regulación y organización de servicios de atención de emergencias y protección civil". Tesis doctoral depositada en la Universidad Autónoma de Barcelona. Barcelona. 2013. Disponible en: <https://ddd.uab.cat/record/116340?ln=es>

MARSH. Preparar el sector público para la gobernanza del riesgo: primeros pasos hacia un diferencial

ISO 31000. 2012. Disponible en:

http://www.cosital.es/attachments/423_Guia%20Gestion%20del%20Riesgo%20red.pdf

Se publicará bibliografía complementaria en el aula moodle de la asignatura.

Software

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