Universitat Autònoma de Barcelona

2022/2023

Methodology for Writing Projects II

Code: 101826
ECTS Credits: 6

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

Prerequisites

This subject doesn't have any pre-requierments

Objectives and Contextualisation

Familiarize yourself with the types of emergencies and their normative norms at the autonomic, municipal and private level.
Assume the most common structure guidelines for security and emergency projects.
Indicate the knowledge that will be used in the practice of deepening the planning of emergencies, prevention and implantation.
Get acquainted with the means and measures of self protection.
Assume the interrelation between the planning and the activity criteria

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Efficiently manage human resources.
- Identify the resources necessary to respond to management needs for prevention and integral security.
- 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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 and learn autonomously.

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. Carry out scientific thinking and critical reasoning in matters of preventions and security.
4. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
5. Design a project applied to integral security and prevention in an organisation.
6. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
7. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
8. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsiblities, diversity and values democráticos.
9. Respond to problems applying knowledge to practice.
10. Select the minimum resources for efficient risk management.
11. 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.
12. 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.
13. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
14. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
15. 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.
16. Use the capacity for analysis and synthesis to solve problems.
17. Work and learn autonomously.

Content

Unit 1.- Introduction to Planning in the field of security and emergencies

- Topic 1.- Emergency planning

1.- Introduction

2.- Plan of self-protection or emergency plan

3.- Pre-plan for emergencies

4.- Planning in emergencies

5.- The obligation to make a self-protection plan

Unit 2.- Basic regulations for civil protection in Catalonia

- Topic 2.- Introduction to civil protection

1.- Civil protection in Catalonia: what is objectives and organization

2.- Civil protection actions

3.- Civil protection planning

4.- Map of civil protection of Catalonia

- Topic 3.- Basic rules of self-protection

1.- Statute of Autonomy and Civil Protection Law.

2.- Decree of self-protection of Catalonia

3.- Activities and centers with obligation.

4.- Minimum contents of the self-protection plan

4.- Accredited technicians

5.- Hermes Platform and electronic signature

- Topic 4.- Assistance teams external to a PAU

1.- Introduction

2.- Group of intervention.

3.- Order group.

4.- Healthcare group

5.- Logistics Group

6.- Other specialist groups

7.- Emergency communication centers

Unit 3 Basic elements for developing self-protection plans

- Topic 5.- Risk analysis

1.- Introduction

2.- Danger (danger, threat)

3. Vulnerability

4.- Resilience

5.- Exhibition

6.- Risks in a self-protection plan

- Topic 6.- Basic knowledge of fires

1.- Introduction

2.- Fire and Prevention of forest fires

3.- Fire fighting equipment in buildings

- Topic 7.- Calculation of internal risk

1.- Introduction

2.- Fire risk for the method of the fire load

3.- Calculation of the risk by the simple factor method

- Topic 8.- Technical Building Code

1.- Introduction

2.- Technicalbuilding code. Protection conditions against fires.

- Topic 9.- Action plan

1.- Introduction

2.- Scenarios, accidents or situations that can activate a PAU

3.- Activation criteria or phases

4.- Action sequence

5.- Integration of the PAU with higher level plans

- Topic 10.- Human teams of a PAU

1.- Introduction

2.- Identification of a group

3.- Functions and equipment of a PAU

4.- Meeting point

- Topic 11.- Simulations

1.- Introduction

2.- Objectives of the simulations

3.- Types of drills

4.- Preparation stages of a drill

5.- Investigation of incidents and emergencies

- Topic 12.- Basic drawing concepts

1.- Ladder and Ladder

2.- Plans

3.- Symbolism

Methodology

"Methodology for the drafting of projects (II)" has a theoretical side and a practical side. The theoretical aspect is taught through master classes and through classes where examples and exercises are put together that are

solved jointly in the classroom. The practical side of the subject is developed through exercises and work. The exercises involve solving specific situations that can be done in the classroom or outside the classroom. The works are carried out outside the classroom and individually, although in class face doubts are solved and guided towards its resolution.

The subject has a MOODLE page on the Virtual Campus where you will find the materials of the subject, news and indications of the subject and the system for the delivery of work, among other applications.

To access it, you must enter the Virtual Campus of the UAB, whose address is: https://cv.uab.cat/. You must enter with the University Identification Number (NIU) and the passphrase that is provided during the enrollment process.

The Virtual Campus is also the main communication tool for students with the teacher, both at the level of doubts and of communication of possible problems in the development of the subject. When a student wishes to contact a teacher, they will use Moodle classroom messaging preferably using email.
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.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	2	0.08	
clas master	40	1.6	
Type: Supervised			
Support tutorials	12	0.48	
Type: Autonomous			
jobs, exercises and studies	96	3.84	

Assessment

The evaluation is continuous and involves the completion of different exams, exercises and assignments that allo

The 10 points are obtained from the following works, exercises and exan
a) Exercise of emergency planning concepts. (2.5 point)
It will be necessary to demonstrate that the theory of emergency planning
b) Risk analysis work (2.5 points)
Real data will be provided so that the student can begin to calculate the i
c) Work on the Technical Building Code where it must be demonstrated t

d) Exam

The exam is compulsory to pass the course. The exam will be done in tw
The second exam will be theoretical with a value of 1 points. In this exam
In order to add the different scores, it is essential to meet the following co
have a grade equivalent to 5 out of 10 in the theoretical and practical exa
Have a grade equivalent to 5 out of 10 in the different works and exercise
If the subject is not passed in accordance with the aforementioned criteri
To participate in the recovery of students, they must have been previousl
Students who need to change an assessment date must submit the requ
Without prejudice to other disciplinary measures deemed appropriate, an
The tests / exams may be written and / or oral at the discretion of the tea

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	20%	0	0	15, 17
Exercising planning and emergency concepts	25%	0	0	1, 2, 3, 6, 7, 8, 11, 12
Work risck analisy	25%	0	0	4, 3, 9, 7, 13, 16
work on the technical code of the building	30%	0	0	3, 5, 14, 12, 10

Bibliography

Aznar Carrasco, A. (1990). Fire protection Analysis and Design of systems. Madrid: Editorial Alcion.

Beck, U. (2006). The society of risk: towards a new modernity. Barcelona: Ediciones Paidós.

Search and validation of parameters of the fire load in industrial establishments. Annex Tables published by IDES.

Contelles Díez, E.A. (2014). Emergencies: basic applications for the development of a self-protection manual. Madrid: Ediciones Marcombo.

AAVV (1995). Basic Firefighter Manual. Vitoria: Central publications service of the Basque Government.

State legislation

- Law 17/2015, of July 9, of the National Civil Protection System

- Law 31/1995, of November 8, on the prevention of occupational hazards

- Royal Decree 314/2006, of March 17, which approves the Technical Building Code

Catalan legislation

- Law 4/1997 of 20 May, on civil protection in Catalonia

- Decree 30/2015, of March 3, which approves the catalog of activities and centers obliged to adopt measures of self-protection and fixes the content of these measures

Web links

- Page on self-protection plans of the Generalitat of Catalonia

- Web of the civil protection map of Catalonia

Software

Microsoft office and Teams