

Methodology for Writing Projects I

Code: 101827
ECTS Credits: 6

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

Contact

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Use of Languages

Principal working language: spanish (spa)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: Yes

Prerequisites

This subject doesn't have any pre-requirerments

Objectives and Contextualisation

"Methodology for the writing of projects (I)" is the first subject of the subject called "Project" that develops throughout the first three courses of Degree of prevention and integral security. Therefore, it has a function of introduction and initial explanation and is a subject on which subsequent knowledge should be based. The subject "Methodology for writing projects (I)" has a conceptual part, explains what a project is, and how it is structured, and gives the tools to improve the writing of texts and introduce -to the world of research, but also has an important practical aspect, which translates into the writing of texts and the development of a script-memory of a project of medium difficulty. To study profitably "Methodology for the writing of projects (I)" it is not necessary to have previously passed any subject, but it is certainly recommended to review the previous knowledge of writing and commenting on texts, but also knowledge at the office level. El hilo conductor de esta asignatura, mediante su vinculación a un proyecto elaborado desde el prisma de Bomberos de la Generalitat. The common thread of this subject, through its link to a project prepared from the Generalitat Fire Department prism

Training objectives

- Become familiar with how to work through projects.
- Assume the most frequent structure guidelines of the script-memory of a project.
- Provide the necessary tools to improve the writing of texts, so that it can be applied to the writing of projects.
- Start in the scientific method and know the implications of the research.
- Make it possible to begin to write a script-memory of a project with a level of difficulty that is not high
- Know the structure and project Methodologies of the Catalan Fire Derpartment

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out analyses of preventative measures in the area of security.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.

- Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- 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. Critically analyse the principles, values and procedures that govern professional practice.
6. Design a project applied to integral security and prevention in an organisation.
7. Design and implement recovery plans following disasters and mechanisms for contingencies.
8. Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
9. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
10. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
11. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
12. Propose new methods or well-founded alternative solutions.
13. Propose projects and actions that incorporate the gender perspective.
14. Propose viable projects and actions that promote social, economic and environmental benefits.
15. Respond to problems applying knowledge to practice.
16. 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.
17. 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.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

19. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
20. 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.
21. Use the capacity for analysis and synthesis to solve problems.
22. Work and learn autonomously.

Content

Theoretical Part

Topic 1.- The scientific method and sources of information in the academic field

- The scientific method applied to the social sciences: falsifiability and reproducibility
- The sources of information in the academic field.
- Citation rules. The plagiarism

Topic 2.- Planning: conceptual precisions

- Differences between plan, program, project, activity and task
- The types of projects

Topic 3.- Life cycle of a project

- Phases of a project: vision of different timing proposals
- The different documents of a project throughout its life cycle

Topic 4.- Structuring the script-memory of a project

- The methodology applicable to the preparation of the script-memory of a project: the Logical Framework Approach (LFA)
- Structure and most usual sections of the script-memory of a project of medium difficulty
- Practical part

Topic 5.- Computing applied to projects

- Citation computer tools
- Microsoft Excel: generation of budgets and simple graphics
- Microsoft Word: advanced notions of documents

Unit 6.- Drafting applied to the projects

- The organization of the data of a text: structuring of writing and argumentation techniques.
- plain language
- Writing advice for the script-memory of a project

BLOCK 1. Presentation

BLOCK 2. The management of uncertainty and complexity

BLOCK 3. Psychosocial context emergencies

BLOCK 4. Introduction to command systems

BLOCK 5. Introduction to the Incident Command System

BLOCK 6. Introduction to Mission Command

BLOCK 7. Decision making in emergencies

BLOCK 8. Error and experience management in high complexity and risk organizations

BLOCK 9 Error and experience management in emergency work teams

Methodology

As indicated in the contextualization of the subject, "Methodology for drafting projects (I)" has a theoretical side and a practical side. The theoretical aspect is taught through master classes and through classes where examples and problems are put and resolved jointly in the classroom. The practical aspect of the subject is developed through exercises and the work of the subject. The exercises involve the writing, revision or resolution of a problem and can be done in the classroom or outside the classroom. If they are carried out outside the classroom, the class will be given guidelines for its composition. The work is carried out outside the classroom, although the writing is prepared and guided in class. 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.

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			
Class	40	1.6	
Evaluation	4	0.16	
Type: Supervised			
Project	12	0.48	
Type: Autonomous			
Individual study	94	3.76	

Assessment

The evaluation is continuous and involves the carrying out of different exams, exercises and works that allow obtaining up to 10 points. Continuous assessment is designed to enhance the student's work methodology and the achievement of the knowledge and competences of the subject. The monitoring of the continuous assessment can not only be translated into an important component of the evaluation of academic performance, but is a fundamental tool that is made available to the student in order to facilitate a work pace and "Rigorous and organized study of your learning process.

To be able to add the different scores, it is essential to fulfill the following conditions: - Take a note equivalent to 5 out of 10 in the Exam. Otherwise, the Final Exam for Semester will be required. - Take a note equivalent to 5 out of 10 in the Work of making a scriptbook of a project. Otherwise, it will be necessary to present it again on the day of the Final Exam of Semester. Notwithstanding other disciplinary measures deemed appropriate, and in accordance with the current academic regulations at the UAB, irregularities committed by a student that can lead to a variation of the qualification will be classified by zero (0). For example, copying, copying, etc., an evaluation activity, will imply suspending this evaluation activity with zero (0). Assessment activities qualified in this way and by this procedure will not be recoverable.

RECOVERY If you do not pass the subject in accordance with the aforementioned criteria (continuous evaluation), you can do a recovery test on the scheduled date to the timetable, which will be based on all the

contents of the program. To participate in the recovery students 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 qualification that will appear on the student's file is of a maximum of 5-Approved. Students who need to change an evaluation date must submit the application by filling in the document that will be found in the EPSI Tutorials moodle. Without prejudice to other disciplinary measures deemed appropriate, and in accordance with the current academic regulations, "in the event that the student conducts any irregularity that may lead to a significant variation of the rating of an assessment act, this evaluation act will be evaluated with a 0, regardless of the disciplinary process that can be instructed. In the event that there are several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0 ". Tests / exams may be written and / or oral at the discretion of the teaching staff.

Both the teaching methodology and the evaluation provided in this guide may be modified depending on the evolution of possible pandemics or circumstances that prevent the face-to-face development of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Elaboration of a project	50%	0	0	5, 1, 2, 4, 3, 7, 6, 15, 9, 10, 11, 12, 13, 14, 20, 19, 18, 16, 17, 22, 21, 8
Exam	20%	0	0	5, 1, 2, 4, 3, 15, 9, 10, 11, 12, 13, 14, 20, 19, 18, 16, 17, 22, 21, 8
Tracking tabs	30%	0	0	5, 1, 2, 4, 3, 6, 15, 9, 11, 12, 13, 14, 20, 19, 18, 16, 17, 22, 21, 8

Bibliography

The teacher responsible for the subject will make available to the students, through the Aula Moodle, teaching materials to prepare the various subjects of the subject. It is also advisable to consult the following bibliography of the subject (cited below in the APA 6th Edition style):

- Cassany, D. (2007). Esmolar l'eina: Guia de redacció per a professionals. Barcelona: Editorial Empúries.
- Cassany, D. (2008). La cuina de l'escriptura. Barcelona: Editorial Empúries.
- Mille Galán, J. M. (2008). Manual bàsic d'elaboració i avaluació de projectes. Barcelona: Ajuntament de Barcelona.
- UVic (2016), Guía para elaborar citas bibliográficas en formato APA, UVic Biblioteca, disponible en https://www.uvic.cat/sites/default/files/altres_a2016_guia_elaborar_citas.pdf

Software

Students are expected to have basic knowledge on the use of the most common computer programs for searching information on the Internet, and for the elaboration and edition of texts, tables, and charts.