

Safety in the Workplace

Code: 101830
ECTS Credits: 6

| Degree | Type | Year | Semester |
|---|------|------|----------|
| 2502501 Prevention and Integral Safety and Security | OT | 4 | 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: No

Prerequisites

This subject doesn't have any pre-requierments

Objectives and Contextualisation

Training goals

Properly identify and assess risks.

Know preventive activities to eliminate or control risks such as accident investigations.

Know how to evaluate certain types of risks (work spaces, work teams, chemicals....).

Know the differences between an emerging plan and a self-protection plan and be able to develop the basic slogans for a center or activity.

Know for each theme the technical regulations of reference.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Carry out analyses of preventative measures in the area of security.
- Communicate information , ideas, problems and solutions to both specialised and non-specialised publics.
- 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.
- 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 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 in institutional and interprofessional networks.

Learning Outcomes

1. Apply systems of responsibility and management models particular to models of labour risk prevention management.
2. Be able to adapt to unexpected situations.
3. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
4. Critically analyse the principles, values and procedures that govern professional practice.
5. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
6. Identify the most common labour risk factors.
7. Implement and evaluate a plan for labour risk prevention in an organisation.
8. Propose projects and actions that incorporate the gender perspective.
9. Respond to problems applying knowledge to practice.
10. 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.
11. 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.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
14. 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.
15. Use the capacity for analysis and synthesis to solve problems.
16. Work in institutional and interprofessional networks.

Content

Introduction. Working conditions and health.

Risk typology.

Accidents/Incidents.

Accident/incident investigation.

Risk analysis. Risk assessment.

Monitoring of corrective measures.

Analysis, assessment and control of risk. Workspaces and Technical Building Code

Emergency and self-protection plans

Analysis, assessment and control of risk. Product safety (machines and work equipment).

Guards and devices.

Personal protective equipment.

Signaling

Analysis, assessment and control of risk. Other work teams

Mobile and load lifting equipment.

Facilities

Scaffolding and Manual Stairs.
Storage
Fire
Explosions
Electrical Risk

Methodology

The face-to-face classes correspond to an interactive methodology in which the teacher will explain for a few minutes the theory of the subject matter of the study and the students, from these explanations and from the previous preparation they have done, will discuss concrete real situations or laboratory .

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.

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Activities

| Title | Hours | ECTS | Learning Outcomes |
|----------------------|-------|------|-------------------|
| Type: Directed | | | |
| Practical classes | 4 | 0.16 | |
| Theoretical classes | 40 | 1.6 | |
| Type: Supervised | | | |
| Tutoring | 12 | 0.48 | |
| Type: Autonomous | | | |
| Research and reading | 18 | 0.72 | |
| Study | 38 | 1.52 | |
| Task development | 38 | 1.52 | |

Assessment

In the Moodle classroom of the subject the works, exercises and tests of continuous evaluation will be specified.

RECOVERY

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. 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 present the justified request by filling in the document that you will find in the moodle space of Tutorial EPSI.

ASSESSMENT

A total of proves, exams or proves d'avaluació continued, it will be possi

PLAGIARISM

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, before making any irregularity that could lead to a significant variation in the grade of an evaluation act, this evaluation act will be scored with 0 regardless of the disciplinary process that can be instructed. In case there are various irregularities 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

REVISION

On carryng out each evaluation activity, lectures will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|-----------------------------------|-----------|-------|------|---|
| Continuous evaluation assestments | 50% | 0 | 0 | 2, 4, 1, 3, 9, 5, 6, 7, 8, 14, 13, 12, 10, 11, 16, 15 |
| Exams | 50% | 0 | 0 | 2, 4, 1, 3, 9, 5, 6, 7, 8, 14, 12, 10, 11, 16, 15 |

Bibliography

COMPLEMENTARY BIBLIOGRAPHY

Bestraten Belloví, Manuel. (2003) Instituto Nacional de Seguridad e Higiene en el Trabajo, *Seguridad en el Trabajo*.

Benavides, Fernando. (1997). Salud Laboral. Conceptos y técnicas para la prevención de riesgos laborales.

Varios autores. (). Manual de Seguridad en el Trabajo. Fundación Mapfre.

Instituto Nacional de Seguridad e Higiene en el Trabajo, Web del Ministerio de Empleo y Seguridad Social, recuperat juliol 2012 a: <http://www.insht.es/portal/site/Insht/>

Departament d'empresa i Ocupació.

<http://www20.gencat.cat/portal/site/empresaiocupacio/menuitem.81ac5b6b3cd746a0a6740d63b0c0>

Software

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