

Integrated Management Models: Safety

Code: 101842
ECTS Credits: 6

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

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

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.

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

The educational objectives of this subject are the following:

1. Know the theoretical and organizational framework in which you are going to carry out your professional activity.
2. Identify the organizational and competence scope of the different services involved in the police field.
3. Identify the organizational and competence scope of the different services involved in the field of urgent health care.
4. Identify the organizational and competence scope of the different services involved in the field of firefighters and civil protection.
5. Be adequately oriented around the operational coordination of the participants.
6. Know the main elements of internal support and annexes to the management of the security and emergency system.

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.
- 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 changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- 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.
- 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. Analyse the preventative interventions in matters of security, environment, quality and social corporate responsibility and identify the inherent risk factors.
2. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
3. Analyse the situation and identify the points that are best.
4. Be able to adapt to unexpected situations.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Draw up management proposals for prevention and security in an organisation.
7. Evaluate how gender stereotypes and roles affect professional practice.
8. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
9. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
10. Identify the resources necessary for managing security, the environment, quality and social corporate responsibility.
11. Identify, manage and resolve conflicts.
12. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
13. Make efficient use of ITC in the communication and transmission of results.
14. Propose new methods or well-founded alternative solutions.
15. Respond to problems applying knowledge to practice.
16. Show respect for diversity and the plurality of ideas, people and situations.

17. 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.
18. 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.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
20. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
21. 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.
22. Use the capacity for analysis and synthesis to solve problems.
23. Weigh up the risks and benefits of both your own proposals for improvement and those of others.
24. Work in institutional and interprofessional networks.

Content

1. Theoretical and organizational framework of the security and emergency system.
2. Police service management models.
3. Health emergency service management models.
4. Management models for fire services, aquatic emergencies and civil protection.
5. Operational coordination of those involved in the security and emergency system.
6. Support elements for the management of the security and emergency system

Methodology

The methodology of this subject will be based on a dynamic and participatory model.

During the theoretical sessions (Friday) the syllabus of the subject will be explained. Case studies will be proposed to support the theoretical explanation.

During the practical sessions (Wednesday and Saturday) the 4 PECs will be presented which will have to be presented later on the virtual campus.

Students must correctly follow the teachers' explanations in the classroom, read or study the topics suggested by the teachers, as well as participate in class.

In order to delve deeper into the subject, some of the sessions will be conducted by experts in the professional world of security.

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	4	0.16	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 10, 9, 11, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22, 7
Theoretical and practical classes with the participation of students	40	1.6	4, 2, 12, 15, 13, 8, 11, 14, 16, 24, 22, 7
Type: Supervised			
Tutorials with students	12	0.48	4, 12, 15, 13, 8, 11, 21, 20, 19, 17, 18, 16, 24, 22
Type: Autonomous			

Assessment

1. Assessment of theoretical knowledge (50% of the final grade)

There will be a single final test of continuous assessment with an examination of 60 test-type questions (4 options and only one of them is correct).

It is necessary to get at least 3.5 out of 10 in this test. Otherwise, no final grade will be obtained from this part.

Attendance at the exam is mandatory. Otherwise, no final grade of this part will be obtained.

The use of any documentation for the resolution of this examination is not permitted.

2. Assessment of practical knowledge (50% of the final mark)

There will be a total of 4 continuous assessment tests (PECs). These are practical cases of an operational nature in which a case-by-case situation is set out, on which certain searches for information and resolution of cases must be made. Each of the continuous assessment tests represents 12.5% of the final grade.

It is mandatory to submit at least 3 of the 4 proposed continuous assessment tests. Otherwise, none of the practical knowledge assessments presented will be assessed and no final grade of this part will be obtained.

It is necessary to take at least a 3.5 out of 10 in each of the suggested continuous assessment tests.

Otherwise, it will be considered unfit, and will have the same effects as not having submitted it.

Each of them will have a maximum delivery date through the university's virtual campus. If it is not delivered within the established period, it will be understood as not submitted.

The assessment test presented must follow the structure of the document proposed in the classroom.

3. Final grade of the continuous assessment

The final grade of the continuous assessment will be obtained from the arithmetic sum of each of the exercises carried out and valid, in accordance with the criteria set out in points 1 and 2.

To be considered passed, at least a score of 5 out of 10 must be obtained.

4. Recovery Exam

Access to the exam

If you have not passed the continuous assessment, you will be able to access the resit exam as long as you have participated (submitted), at least in two thirds of the continuous assessment.

Goal

This exercise aims to evaluate all the contents of the subject, so it must be carried out in full, without retaining part of the exercises of continuous assessment.

Composition

The exercise will consist of a questionnaire of 30 theoretical questions of multiple answer and the resolution of two practical cases.

Qualification

The questionnaire has a value of 50% and the resolution of case studies 50% more than the total.

To pass the recovery test, a score of 5 out of 10 must be obtained, which will be obtained from the arithmetic sum of each of the two parts that make up the exercise.

In the event of passing the resit exam, the grade obtained will be a maximum of 5, regardless of the mark obtained in the year.

5. General considerations

Multiple answer questionnaire

Characteristics of all the exercises in questionnaire format with multiple answers, both for the continuous assessment and for other tests, for each question four answers will be proposed, of which there is always one correct and only one. Wrong answers will be discounted by 33%.

Oral resolution

If deemed appropriate, any of the tests may be performed orally.

Irregularities

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that any irregularity is detected that could lead to a significant variation in the qualification of an evaluation act, it will be qualified with an 0 (zero) this act of evaluation, independently of the disciplinary process that can be instructed. In case several irregularities in the acts of evaluation of a same subject take place, the final qualification of this subject will be 0 (zero) ".

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

Date change

The person who needs to change an evaluation date must submit the request by filling out the document found in the EPSI tutoring Moodle space.

At the time of carrying out each evaluation activity, the teacher will inform the students (Moodle) of the procedure and date of revision of the grades.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous Assessment Final Test	50%	0	0	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 10, 9, 11, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22, 7
Evaluation of scheduled activities	50%	0	0	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 10, 9, 11, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22, 7

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

Complementary bibliography will be published in the moodle classroom of the subject.

Software

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