

Organisation and Competence in Public Safety

Code: 101877
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: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

External teachers

Andreu Joan Martínez

Prerequisites

No able.

Objectives and Contextualisation

Targets

- Know first hand, and in a training and university environment, the public safety system of the Spanish State, its structure and competencies. It will serve students to understand how, from the design of the public safety model of a country, the risk prevention mechanisms are configured. The guarantee of the rights and freedoms of citizenship is a fundamental strategy of every agent of public security. The background and evolution of the public safety system must be understood in order to be able to design and apply security public policies that are effective and guaranteed .
- Understand the historical development of the concept of security by giving students knowledge about the organization and evolution of Public Administrations and their security competencies.
- Unveil public safety systems in Spain and especially the public safety system in Catalonia.
- Analyze and know the different police systems compared.
- To specify the participation of the different police forces in the concept of public security.
- Understand the importance of coordination in public safety. To know the bodies to develop coordination in this field.
- Understand the importance and the consequences of moving a broad concept of public safety to the different disciplines that impact.
- Transmit skills for the preparation of Preventive Plans and their coordination.
- Promote preventive security and citizen participation.

Skills

- To assume the social, ethical and professional responsibility that is derived from the practice of the professional exercise.

- Generate innovative and competitive proposals in research and professional activity by developing curiosity and creativity.
- Efficiently manage technology in security operations.
- Plan and coordinate the own resources of the three big subsystems that interact in the security: people, technology and infrastructures.
- Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- Work in inter-institutional and interprofessional networks.
- Use the ability of analysis and synthesis to solve problems.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Efficiently manage technology in security operations.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Identify, manage and resolve conflicts.
- 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 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 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. Apply different management systems to public safety.
4. Be able to adapt to unexpected situations.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
7. Identify, manage and resolve conflicts.
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. Take decision relating to the contingencies involved in managing risks in public systems.
16. Use the capacity for analysis and synthesis to solve problems.
17. Work in institutional and interprofessional networks.

Content

Contents

BLOCK 1:

- Organization and evolution of Public Administrations and their security competencies. Historical evolution. Current situation
- Principles of administrative action in matters of security. Spanish public safety systems compared.
- Regulatory legislation

BLOCK 2:

- The different police systems and their security competencies; study compared to them.
- Regulatory legislation

BLOCK 3:

- Coordination models and vertical integration. Types of coordination and coordination bodies of the public safety system in the different administrations.
- Preventive coordination. The impacts other disciplines on public safety.

Methodology

Methodology

The first day will be the subjects, methodology, and presentation of the practical assumptions.

The program of the subject consists of 3 blocks with a total of 40 hours. A training visit is also scheduled during the month of December, related to the contents of the subject, if the sanitary conditions are proper.

In the framework of these theoretical hours, exercises and other activities that are part of the continuous assessment will also be considered.

At the same time, as the theoretical explanations go ahead, students will have to do a search on a topic of those proposed in the program, and in relation to which they must deliver a written work and make a presentation to the student in the classroom

For the follow-up of the subject, the texts that the teacher indicates during the theoretical classes (articles, regulations, jurisprudence, etc.) must be read.

Both the research work and the proposed exercises, such as the reading of texts, form part of the hours that the student will have to work independently, although, for the follow-up and resolution of doubts, 'timely supervision through debates forums, the virtual campus and permanent communication through 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	4	0.16	5, 2, 3, 9, 7, 15, 8, 14, 12, 10, 11, 16
Theoric and practical clases with participation of the students	40	1.6	4, 5, 1, 2, 3, 9, 6, 7, 15, 8, 14, 13, 12, 10, 11, 17, 16
Type: Supervised			
Tutorial with students	12	0.48	5, 1, 6, 13
Type: Autonomous			
Articles and law reading. Personnal study.	94	3.76	5, 1, 2, 8, 14, 10, 11, 16

Assessment

The evaluation criteria of the subject are 2:

- 2 written tests (test type and case study; one for block 1 and another for blocks 2 and 3). Equivalent to 40% of the final grade.
- 2 research papers (one for block 1 and another for blocks 2 and 3). Equivalent to 60% of the final grade.

It is, therefore, a continuous evaluation. The calculation of the result of the two evaluations, will give the final note resulting from the subject (it is summative and progressive).

The description of the assessment of each test is as follows:

a) Written test: which will be worth a total of 4 points (40% of the final grade):

- 2 written tests of 20 questions (each worth 1 point and a total of 2 points)
- 2 case studies with 2 questions each (each case is worth 1 point, and a total of 2 points)

b) Research work is worth 60% (document and presentation) must do 2 searches, one for block 1 and another for blocks 2 and 3.

Each work is worth 30% or three points of the final grade, if the 2 research papers are done satisfactorily, it is equivalent to 6 points of the final grade)

In the event that the subject is not passed in accordance with the aforementioned criteria (continuous assessment), a recovery test may be taken on the date scheduled in the timetable, which will cover all the contents of the program.

This test will consist of a test-type exam of 40 questions (equivalent to a maximum of 4 points) and a case study with 3 questions to be developed (equivalent to a maximum of 6 points).

To participate in the recovery, students must have been previously assessed in a set of activities, the weight of which is equivalent to at least two thirds of the total grade of the subject. However, the grade that will appear in the student's transcript is a maximum of 5-Passed.

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

Reassessment: In the event that the subject is not passed in accordance with the aforementioned criteria (continuous assessment), a recovery test may be taken on the date scheduled in the timetable, which will cover all the contents of the program.

To participate in the recovery, students must have been previously assessed 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 grade that will appear in the student's transcript is a maximum of 5-Passed.

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

The student who is repeating the subject must follow the same evaluation criteria according to the guide.

Plagiarism

"Without prejudice to other disciplinary measures deemed appropriate, in accordance with current academic regulations, irregularities committed by a student that may lead to a variation in the grade will be graded with a zero (0).

For example, plagiarism, copying, letting copy ..., an evaluation activity, will imply suspending this evaluation activity with a zero (0). The evaluation activities qualified in this way and by this procedure will not be recoverable. "

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual theoretic and practical test. exercises and/or written, and/or speaking test in order to value the knowledge acquired by the student.	40%	0	0	5, 1, 2, 3, 9, 7, 14, 13, 12, 10, 11, 16
Presentation of researches and homework of the student.	60%	0	0	4, 5, 1, 2, 3, 9, 6, 7, 15, 8, 14, 13, 12, 10, 11, 17, 16

Bibliography

Bibliography:

- Aguado i Cudolà, Vicenç: "Derecho de la Seguridad Pública y Privada", ed. Aranzadi, Navarra, 2007.
- Barcelona Llop, J. ;: "Police and Constitution, Ed. Tecnos, 1997.
- Gonzalo Jar, Couselo: "Comparative models of police", ed. Dykinson, S.L., 2000

Documents you will find on the internet:

- Díaz Villalba, LM: "Reflections on the evolution of the concept of Security" at: <http://revistas.javeriana.edu.co/sitio/papelpolitico/admin/upload/uploads/9%20reflexiones.pdf>

- Framework Document 05/2011: "The evolution of the concept of Security" (June 2011). Spanish Institute of Strategic Studies. Ministry of Defense.
http://www.iese.es/Galerias/fichero/docs_marco/2011/DIEEEM05-2011EvolucionConceptoSeguridad.pdf
- Guillen Lasiera, F: "Police and Security Models"; Doctoral thesis, UAB, 2015.
<https://www.tdx.cat/bitstream/handle/10803/291813/fgl1de1.pdf?sequence=1&isAllowed=y>
- E. Soto Silva, "Elements for the elaboration of a book of National Defense. Comparative analysis of white papers and strategies of national security of European and continental countries", Journal of Studies in International Security, Vol. 2, no. 2, (2016), pp. 57-100. DOI: <http://dx.doi.org/10.18847/1.4.4>
- María del Carmen Girón Tomás: "The law of national security in Spain: the security of the countries in international key. Analysis of the law of national security in Spain like law of integral security", in Notebooks of Strategy 313, Ministry of Defense. <http://revista.iese.es/index.php/iese/article/view/313>
- Arteaga Martín, Félix (2008) The reform of the security sector: proposal in its incardination in the Spanish policy of defense, in the work "The reform of the security sector: the nexus between the security, the development and the good government"VVAA, Strategy Notebooks 138, Ministry of Defense.
http://www.iese.es/Galerias/fichero/cuadernos/CE_138_Reforma_Sector_Seguridad.pdf

Websites of interest:

- o Spanish Constitution <http://www.congreso.es/consti/>
- o Ministry of the Interior. Spain. <http://www.interior.gob.es/es/web/interior/el-ministerio>
- o Institute of Public Security of Catalonia: <http://ispc.gencat.cat/ca/>

International organizations:

- www.interpol.int
- www.europol.net
- www.eurojust.europa.eu/net
- www.cepil.net
- www.frontex.europa.eu
- <https://es.wikipedia.org/wiki/Interpol>
- <https://es.wikipedia.org/wiki/Europol>
- <https://es.wikipedia.org/wiki/Eurojust>
- https://es.wikipedia.org/wiki/Escuela_Europea_de_Polic%C3%ADa
- <https://es.wikipedia.org/wiki/Frontex>

Cooperació policial. Fitxes tècniques sobre la Unió Europea. Parlament Europeu:

http://www.europarl.europa.eu/aboutparliament/es/displayftu.html?ftuid=ftu_5.12.7.html

Statistics of Interior Department:

http://interior.gencat.cat/ca/el_departament/estadistiques_del_departament_d_interior/

Software

It's not a requirement