

Sectorial Risk Models

Code: 104008
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OB	2	2

Contact

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Use of Languages

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

Prerequisites

This subject does not have any prerequierments

Objectives and Contextualisation

- Acquire, handle and deepen the concept of risk of the specialty of security, ergonomic risk, psychosocial risk and hygiene risk and their respective models of a sectoral nature from a technical and legal-expert perspective.
- Develop the reasoning and critical analysis of the student that allows him to evaluate the risks according to the sector.
- Analyze and efficiently adapt risk analysis strategies using risk models according to the corresponding sector.
- Design lines of action and action that allow the planning of strategies for the prevention of risks in the workplace.
- Develop and apply the knowledge and skills acquired in the theory and practices to specific real cases.

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.
- Identify the resources necessary to respond to management needs for prevention and integral security.
- Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
- Make efficient use of ITC in the communication and transmission of results.
- 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 and learn autonomously.
- 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. 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. Identify, develop or acquire and maintain the main resources necessary to respond to tactical and operational needs inherent in the prevention and security sector.
6. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
7. Make efficient use of ITC in the communication and transmission of results.
8. Respond to problems applying knowledge to practice.
9. 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.
10. 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.
11. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
12. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
13. 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.
14. Take a preventative view in the area of security.
15. Use the capacity for analysis and synthesis to solve problems.
16. Work and learn autonomously.
17. Work in institutional and interprofessional networks.

Content

Didactic Unit 1

INTRODUCTION TO SECTORAL RISK MODELS

1. Introduction

- 1.1 Economic sectors and associated accidents.
- 1.2 The regulation in Prevention of Labor Risks
- 1.3 The importance of the technical regulations in the identification and evaluation of risk (ISO, EN, UNE, ...) and the criteria of the INSSBT (Technical Guides and Technical Notes of Prevention)
- 1.4. Private sector guides and protocols.
- 1.5. Specific sectorial demands for risk assessments

Didactic Unit 2

RISK ASSESSMENT MODELS APPLICABLE TO SECTORS

- 2.1. Modelo general de evaluación de los riesgos laborales
- 2.1 The Prevention Plan
- 2.2. The General Risk Assessment (EGR)
- 2.2. Structuring of the methods of risk assessment

- 2.2.1. Simplified methods of risk assessment
- 2.2.2. Complex methods of risk assessment. (And its link to Industrial Safety)
- 2.2.3 Complex methods of assessment of specific occupational risks: Industrial Hygiene, Ergonomics and Applied Psychosociology

Didactic Unit 3

PRIMARY OR AGRICULTURAL SECTOR

- 3.1 Mining
- 3.2 Fishing
- 3.3. Agriculture
- 3.4.The livestock

Didactic Unit 4

SECTOR OR INDUSTRIAL SECTOR

- 4.1.The construction
- 4.2.The chemical industry
- 4.3.The steel and metallurgical industry
- 4.4.The manufacturing industry
- 4.4 The food industry
- 4.5.The graphic arts
- 4.6.The textile industry (and footwear)

Didactic Unit 5

TERTIARY SECTOR OR SERVICES

- 5.1.The hotel industry and tourism
- 5.2.The trade
- 5.3.Administration and offices
- 5.4.The cleaning
- 5.5. Teaching
- 5.5.Other risks of the services sector, transport, ...

Enviar comentarios

Historial

Guardadas

Comunidad

Methodology

Bearing in mind that the modality of this teaching is remote (online), the teaching methodology will be composed of the following set of activities:

Availability on the web (classroom Moodle) of the training units that contain the basic content of the subject to work.

Develop in the subject.

These units in pdf., Contain links to documents (of free access) that can be consulted in the network and that provide additional information to the student about the content of the subject.

Follow-up with ICT support

Video Classes programmed in the calendar.

Continuous Evaluation Tests (PEC's) - 4 PAC's

A specific work to be developed by the student of a specific content of the subject that is of special interest.

Test of written evaluation that will take place in person at the School On the date marked on the calendar of the second semester.

Participation of the student in debates in the forums, on the basis of cases or problems presented, in which he / she can apply the knowledge acquired throughout the development of the subject.

The platform of the Moodle Classroom of the UAB will be used for regular contact with students, review of notes, presentation and delivery of continuous assessment works

The 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			
Classes with TIC support and Evaluation	16	0.64	4, 2, 14, 6, 3, 8, 1, 7, 5, 13, 12, 11, 9, 10, 17, 16, 15
Type: Supervised			
Tutorials to support practical and theoretical work (Webex sessions and forums). Resolution of doubts. Follow-up of the exercises; Attention in the Moodle Classroom	24	0.96	2, 6, 8, 7, 17, 16, 15
Type: Autonomous			
Resolution of practical cases. Realization of works. Personal study	110	4.4	4, 2, 14, 6, 3, 8, 1, 7, 5, 13, 12, 11, 9, 10, 17, 16, 15

Assessment

The students will carry out four continuous assessment tests (PAC) that will be delivered through the Moodle classroom.

The students will carry out a final evaluation by means of a written test on the subject treated on the date indicated in the calendar of the second semester.

To pass the subject through continuous assessment, the average of the CAP and the Continuous Assessment Written Test must be 5 points, and if it is not considered as Non-Valuable.

If you do not deliver any of the PACs, or do not participate in the forums, the continuous evaluation will be considered as not evaluable.

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 in the schedule, which will cover 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 request by filling in the document that will be found in the EPSI Tutorials Moodle space. 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 assessment act will be evaluated with a 0, regardless of the disciplinary process that can be instructed. In case 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Presential written test of Continuous Evaluation	50%	0	0	6, 8, 7, 13, 12, 11, 9, 10, 17, 16, 15
Specific work, preferably in a group, that develops a specific aspect of the contents of the units.	20%	0	0	4, 2, 14, 6, 3, 8, 1, 7, 5, 13, 12, 11, 9, 10, 17,

Theoretical Continuous Evaluation Tests-individual practices	30%	0	0	4, 2, 14, 6, 3, 8, 1, 7, 5, 13, 12, 11, 9, 10, 17, 16, 15
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Bibliography

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OIT. La prevención: una estrategia global. *Informe de la OIT para el Día mundial sobre la seguridad y la salud en el trabajo 2005*. Ginebra, 2005

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Software

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

