

**Integrated Management Models: Safety**

Code: 104012  
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: 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-requierments

**Objectives and Contextualisation**

The Degree in Prevention and Integral Security is an official degree from the Autonomous University of Barcelona, which offers the student multidisciplinary training in coordinated risk management, in the areas of public and private security, the environment, quality and corporate social responsibility. Graduates will be professionals capable of providing an efficient response to different decision-making processes in the prevention and safety sector, such as those related to economic aspects, administrative and human resources management or those related to technological areas specific to the sector.

The subject "Integrated management models: security" is immersed 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 students know the techniques and models of the security system. The other four subjects are: criminology and criminology. Social research techniques. Integral management models: environment. Comprehensive management models: quality and corporate security.

The object of study of this subject is to know the area of competence, functional and management, of the different actors acting in the security and emergency system. To do this, we will begin by analyzing the general framework that affects all of them, then we will study them in a singular way and we will end with those elements of support to the management of this type of services. In this way, a global vision of the functioning of the security and emergency system will be reached, and specifically: its mission, objectives, functions, actors, resources available and problems they face.

The training objectives of this subject are the following:

1. To know the theoretical and organizational framework within which they will carry out their professional activity.
2. To identify the organizational and competence of the different police services involved.
3. To identify the organizational scope and competence of the different services involved in the area of urgent health care.
4. To identify the organizational scope and competence of the different services involved in the field of fire and civil protection.
5. Be properly oriented in the environment of operational coordination of the actors.
6. To 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. Management models for the health emergency service.
4. Management models for fire services, water emergencies and civil protection.
5. Operational coordination of actors in the security and emergency system.
6. Support for the management of the security and emergency system

## Methodology

The subject is designed for follow-up through continuous evaluation. It is based on a dynamic and participatory model in which subjects should be studied by reading the subject manual and other materials offered, both video viewing, documentation localization, etc. Reflections and comments should be provided to the texts, as well as research on jurisprudence, news, readings or legislation.

For this purpose, the subject is organized into six themes depending on the object of study. A videoconference session will be held at each session to discuss key ideas. Also for each topic, a self-assessment exercise should be answered.

In addition, four continuous assessment tests (PEC) will be carried out on the dates indicated in the curriculum. The dates of the videoconferencing sessions, as well as the publication of the JEPs and their maximum delivery time, will be published in the virtual classroom, under the name of "Subject programming". It is necessary to take into account these deadlines as the application will not allow to perform the exercises outside each deadline.

The methodology of this subject will be based on a dynamic and participatory model. Students must study the topics by reading the materials that will be offered, they must participate in the written debate forums, and they must connect or watch the different conferences that the teacher will teach.

Students must contribute reflections and comments to the texts, as well as research on jurisprudence, news, readings or legislation that the teacher requests in the discussion forums.

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
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Type: Directed

Videoconference sessions	12	0.48	21, 20, 19, 17, 18
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Type: Supervised

Tutorials with students	12	0.48	5, 6, 10, 9
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Type: Autonomous

Individual study and practice	126	5.04	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 10, 9, 11, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22, 7
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## Assessment

### 1.- Theoretical exercises (5 points out of 10)

These exercises consist of tests to assess the theoretical knowledge acquired. Specifically:

#### 1.1 Six self-assessment exercises (2 points).

For each of the six topics of the subject, a self-assessment exercise will be held consisting of answering a questionnaire of several questions. The exercise will be done remotely, for which in each topic, there will be a maximum time for delivery. For its resolution it will be possible to make available and consult the documentation that it deems appropriate but it must be taken into account that each questionnaire has a time limit for its resolution and a single attempt.

The self-assessment exercises have a score of 2 points out of the total of 10, so that each of them is worth 0.33 points, all equally.

#### 1.2 In-person final examination (3 points)

A final face-to-face exercise will be carried out in the classroom determined at the Bellaterra Campus, consisting of answering a questionnaire of 60 multiple-choice questions.

The use of any documentation for the resolution of this exercise is not allowed and to perform the same must have a laptop in the classroom, as it will be done, through the virtual classroom of the University.

This exercise scores a maximum of 3 points out of 10, and to be able to pass the continuous evaluation and therefore add all the exercises of this, it is necessary to obtain at least 40% in this exercise, that is, at least 1.2 points out of 3.

### 2.- Practical exercises (5 points out of 10)

These exercises consist of the delivery of a set of four continuous assessment tests (PEC) that allow the evaluation of practical knowledge.

These are practical operational cases in which a case-by-case situation is presented, on the basis of which certain information searches must be carried out, Video consultation, resolution of cases and The resolution of each PEC will be carried out within the time limit indicated by each one so a maximum delivery period will be available. Its structure and content should be adapted to the format indicated.

Structure, presentation, content, synthesis, reasoning and content will be evaluated. This exercise scores a maximum of 5 points out of 10, according to the following distribution: PEC1: 0.5 points; PEC2: 1.0 points; PEC3: 1.5 points; PEC4: 2 points.

### 3.- Final score of the continuous evaluation

The final score of the continuous assessment shall be obtained from the arithmetic sum of each of the exercises carried out and at least five in total shall be obtained in order to be considered exceeded.

#### RECOVERY REVIEW

##### Access to the examination

If you have not passed the continuous assessment, you can access the recovery examination provided you have participated (submitted), at least two thirds of the continuous assessment.

##### Target

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

##### Venue

It will take place in the classroom determined by the Bellaterra Campus.

##### Composition

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

### Supplementary documentation

The use of any documentation for the resolution of this exercise is not allowed and to perform the same must have a laptop in the classroom, as it will be done, through the virtual classroom of the University.

### Rating

The questionnaire has a value of 50% and the resolution of practical cases of another 50% of the total.

To pass the recovery examination, at least five must be reached in total, which will be obtained from the arithmetic sum of each of the two parts that make up the exercise.

In the case of passing the recovery examination the grade obtained will be a maximum of 5, regardless of the grade obtained in the year.

### Change of date

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

### GENERAL CONSIDERATIONS

#### Oral resolution

If appropriate, one of the tests may be performed orally.

#### Multiple response questionnaire

Elbow Features exercises in multiple-response questionnaire format, both continuous evaluation, and other tests, for each question will be proposed four answers, of which there is always one correct and only one.

Erroneously answered answers will deduct 33%.

#### 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 may lead to a significant variation in the rating of an evaluation act, this evaluation act shall be rated 0 (zero), regardless of the disciplinary process that may be conducted. In case of several irregularities in the acts of evaluation of the same subject, the final grade 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 assessment of the subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Theoretical exercises	50%	0	0	3, 6, 1, 10, 9, 14, 21, 20, 19, 17, 18
trabajos prácticos	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

Anitua, P. (2006). *Manual de protección civil*, Gobierno Vasco-Eusko Jaurlaritza.

Ballbé, M. (2006). Seguridad humana: del estado anómico al estado regulador. Hood, C., *El gobierno del riesgo*. Ariel.

Fernandez, P. (2005). *Seguridad humana*. [Tesis doctoral]. Universidad Autónoma de Barcelona. <http://www.tdx.cat/bitstream/handle/10803/5229/jcfp1de1.pdf?sequence=1>

Isturitz, J. J. (2014). Regulación y organización de servicios de atención de emergencias y protección civil: diseño de un sistema asimétrico, multifuncional y multifactorial. [Tesis doctoral]. Universidad Autónoma de Barcelona. <http://www.tdx.cat/handle/10803/129317>

Kahneman, D. (2012). Políticas frente al riesgo. *Pensar rápido, pensar despacio*, Debate.

Ochoa, J. (2007). La inoperancia (e inexistencia) del sistema estatal y autonómico de Protección Civil ante la catástrofe del Prestige. Alvarez, S. *La responsabilidad por los daños causados por el hundimiento del Prestige*, Iustel.

Se publicará bibliografía complementaria en el aula moodle de la asignatura.

## **Software**

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