

Safety in the Workplace

Code: 104044
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OT	4	2

Contact

Name: Manuel Del Pino Santiago
Email: manuel.delpino@uab.cat

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-requirerments

Objectives and Contextualisation

Training objectives

Identify and properly assess the risks.

Know the different preventive disciplines.

Know the main preventive activities. to eliminate or control the risks.

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

Known for each subject the basic 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.

Types of risks.

Accidents / Incidents.

Accident / Incident Investigation.

Risk analysis. Risk assessment.

Monitoring corrective measures.

Risk analysis, assessment and control. Workspaces

Risk analysis, assessment and control. Technical Building Code

Emergency and self-protection plans

Risk analysis, assessment and control. Product safety (machines and work equipment).

Receipts and devices.

Personal protective equipment.

Signage

Risk analysis, assessment and control. Other work teams

Mobile equipment and load lifting equipment.

Facilities.

Scaffolding and Manual Ladders

Storage

Fires-Explosions

Methodology

The training is based mainly on the reading of the course manual.

This will be the basic document to be able to overcome it.

However, a series of reference documents is to be presented as a complementary reading during the course.

It is important to mention that the main objective of the video classes is to resolve the doubts related to the syllabus, therefore it is essential to prepare the topics before each session.

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			
Directed	16	0.64	
Type: Supervised			
Supervised	24	0.96	
Type: Autonomous			
Autonomous	110	4.4	

Assessment

Students will take four continuous assessment tests (PEC) that will be delivered through the moodle classroom.

The students will make an evaluation through written test in person on the subject that will take place on the date scheduled at the School. This test may be oral at the teacher's discretion.

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 carrying 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 Assessment Final Test	50%	0	0	2, 4, 1, 3, 9, 5, 6, 7, 8, 14, 13, 12, 10, 11, 16, 15
Continuous evaluation excercices	50%	0	0	2, 4, 1, 3, 9, 5, 6, 7, 8, 14, 13, 12, 10, 11, 16, 15

Bibliography

COMPLEMENTARY BIBLIOGRAPHY

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

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.81ac5b6b3cd746a0a6740d63b0c0e1a0/?vgnex>

Software

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