Universitat Autònoma de Barcelona

2022/2023

Practicum III

Code: 104689
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

Other comments on languages

In case the course is attended by international students, the language of the course will be Spanish

Prerequisites

This subject doesn't have any pre-requierments

Objectives and Contextualisation

- Introduce the general aspects of integral security (PDSI)applied to business coordination in works, public acts and corporate acts.
- Know the specific regulations affecting civil protection, fire protection, risk prevention, business coordination, safety and health on site, data protection law, state, international OHSAS and decrees regulating corporate events-musical , in short everything that controls the confluence of companies and people in the same field of work.
- Deepen in the technical criteria and methodologies of the identification, analysis and assessment of risks specific to the field of industrial and public activities. Develop a draft of the Plan
- Analyze a draft of the Master Plan for comprehensive safety of an activity in application of the regulations in force in Catalonia and of the sectoral regulations specific to Spain.
- Acquire basic knowledge of security management in specific areas.
- Introduce students into risk analysis and integrated management methodologies.

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.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Efficiently manage human resources.
- Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.

- Identify the resources necessary to respond to management needs for prevention and integral security.
- 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 account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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.

Learning Outcomes

1. Analyse the situation and identify the points that are best.
2. Carry out scientific thinking and critical reasoning in matters of preventions and security.
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. Design a project applied to integral security and prevention in an organisation.
6. Design and implement recovery plans following disasters and mechanisms for contingencies.
7. Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
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. Propose new methods or well-founded alternative solutions.
11. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsiblities, diversity and values democráticos.
12. Propose projects and actions that incorporate the gender perspective.
13. Propose viable projects and actions that promote social, economic and environmental benefits.
14. Respond to problems applying knowledge to practice.
15. Select the minimum resources for efficient risk management.
16. 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.
17. 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.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
20. 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.
21. Use the capacity for analysis and synthesis to solve problems.

22. Work and learn autonomously.

Content

Didactic Unit 1 Space analysis and risk contextualization. Assess the possibility of performing the event at that location. Check the territory and its access. Analyze the type of event and its detractors. Analyze the environment (neighborhoods, A. of neighbors, radical groups, forums, etc..) Vulnerability of space and environment. Risks present in space. Risks generated in space by the event Analysis of access to space and feasibility of use.

Didactic Unit 2 Analysis of the risk map space. Assess the affectation of anthropic risks. Assess the affectation of technological risks. Develop preventive measures according to the risks identified and considered to affect. Evaluation exercise of the Teaching Unit 1-2

Didactic Unit 3 Identification and assessment of space risks. Identify risks by zone and/or Activity Choose a method of risk assessment Assess the risk by zone and/or activity Propose preventive measures for each zone and/or activity This shall apply to all types of risks identified, Anthropic, Technological, Labour, Mobility, etc…, Epidemic and Pandemic

Didactic Unit 4 Identification and assessment of Mobility Needs Identify access to the space Identify bus lines to the space Identify lines and subway access to the space Identify parking areas < 500m to the space Identify Parking < 500m to the space Possibility to negotiate extension of transport schedules Valuation of the request of occupation public road for loading/unloading and parking VIP Valuation accessibility emergency equipment Exercises Evaluation Unit didactic 3-4

PEC1

Didactic Unit 5 Identification and assessment of administrative needs with local and regional authorities Find out the requirements of normative compliance for the event Location ofplans in PDF or AutoCAD at zone or area scale. Get copy of Project Extra Activity License. If it is a building or local get copied to the emergency plan. If there is no emergency plan value make memory security or PAU Check or make the list of responsible and tel. mobile. Find out if there is a project Ing. Contact the PRL Coordinator If there is no project ing. Design the event's PRL prevention plan Create the PRL coordination file for company data Valuation of uniformed security personnel Valuation of access control personnel , Valuation of health personnel Exercises evaluation Teaching unit 5-6

Didactic Unit 6 Obtaining Documents Project License Activity Obtain Emergency Plan Perform Safety Memory Perform lopd Implementation Work Risk Coordination Plan Obtain workplace risks if it is a building or facility. Based on the data obtained from the event carry out our own risk assessment. Based on each of the activities identified in the event: Identify risks and Assess risks. Develop preventive measures according to the risks present by activity.

Didactic Unit 7 Protection and security Resource coordination Identify data quality. Assess which data we should have from workers for coordination. Valuation of uniformed security personnel Valuation of access control personnel Valuation Staff of safety assistants Valuation of health personnel Exercise in group evaluation Teaching unit 7

Didactic Unit 8 Design of a Comprehensive Safety Master Plan PDSI Analysis of the event or activity Determine the necessary documents Determine the necessary information Determine the scope of PDSI

PEC2

Methodology

Bearing in mind that the class modality is classical, with the aim of achieving the learning objectives described in this Guide we will develop a methodology that combines the individual study from the Manual, the training sessions and the readings that will be raised on each topic, in addition to some documentaries.

The doubts that the students have will be resolved by the mail addressed to the teacher of the subject. We will also be working on case studies on PDSI disputes, where we will analyse the issues and their implications for the PDSI management system.

It should be noted that due to the model the students will have to prepare the materials independently (documents, readings, videos etc.…) and the forums and sessions in person will be dedicated to deepening on the topics discussed as well as to resolving possible doubts

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, will be those activities that the student carries out tutored by the teacher in class as they are exercises and lessons of program	40	1.6	1, 3, 6, 5, 9, 10, 13, 15
evaluation	4	0.16	20, 16, 7
Type: Supervised			
Supervised, will be those activities in which the student performs PEC1 (individual) and PEC2 (team) scores, plus final exam	12	0.48	14, 8, 22, 21
Type: Autonomous			
Autonomus, will be those activities that the student performs autonomously from home with the means and/or materials of the subject.	94	3.76	19, 18, 16, 17

Assessment

To be able to present oneself to the final test of the subject, it is necessary to present the courses that the professor proposes as many individuals as a group. PEC1 and PEC2.

The notes of the Pec 1, 2 and exam will be made public in the news section of Moodle, and the feedback will also be by moodle classroom, no exercises are delivered for review of the works, tutoring is requested

from the teacher that could be face-to-face or via Teams.

The assessment can be in person or without presence In order to be able to take the final examination of the subject, it is necessary to have presented the works that the teacher puts both individual and collective.

Both the teaching methodology and the assessment provided in this guide may be modified depending on the evolution of possible pandemics or circumstances that prevent the classroom development of the subject.

RE ASSESSMENT
If the work/exercises are not carried out, it would be transferred to RE ASSESSMENT .

According to article 112 ter. 2 of the UAB Academic Regulations, in order to participate in student recovery, the

weight of those that equal a minimum of two-thirds of the total grade for the course must have been previously evaluated in a set of activities. However, the qualification that will be recorded in the student's file is a maximum of 5-Approved.

NO ASSESSMENT
A student will be considered as NON-EVALUABLE if he does not exceed the grade of 5 and therefore it will be necessary to present for re assessment .

Recovery exam: It will be a multiple choice exam, it must be taken into account that every 2 wrong answers subtracts one point from the exam and 5 questions to develop the final grade will be approved at most

NOT EVALUABLE

A student will be considered as NOT EVALUABLE if he does not exceed the grade of 5 and therefore it will be necessary to submit to the reevaluation.

Also, the student who does not present any PEC and does not appear for the exam will have the condition of NOT EVALUATED.

REPEATING STUDENTS

Repeating students will take the same types of tests as the rest of the students. Both the theoretical Practices and the delivery of exercises. In accordance with article 117.2 of the UAB Academic Regulations, the assessment of repeating students may consist of a single synthesis test. Repeat students who wish to take advantage of this possibility, should contact the teaching staff at the beginning of the course

PLAGIARISM

Without prejudice to any other disciplinary measures deemed appropriate, and in accordance with the academic regulations in force, irregularities committed by a student which may lead to a change in the rating shall be rated as zero (0). For example, plagiarizing, copying, copying..., an assessment activity, will mean suspending this assessment activity with a zero (0). Assessment activities thus and by this procedure shall not be recoverable.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final assessment	20%	0	0	14, 8, 20, 19, 18, 16, 17, 7
Pec 1 Alone	40%	0	0	4, 2, 14, 8, 11, 12, 22, 21, 7
Pec 2 In team	40%	0	0	1, 3, 6, 5, 9, 10, 13, 15

Bibliography

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REBT

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Sanchez. O,3ª *Publicación Protocolo, Comunicación y Seguridad en Eventos: observatorio científico de eventos : Analisis de la comunicacion en seguridad* (2018). Editorial Icono14

Software

This subject does not need a specific program