

Security and Technology

Code: 105777
ECTS Credits: 6

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

Contact

Name: Xavier Dorado Ferrer
Email: xavier.dorado@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-requierments

Objectives and Contextualisation

The subject Security and Technology, within the framework of the public security coordinator mention, addresses the different issues that affect security processes in relation to new technologies.

Specifically, two cases closely related to artificial intelligence, big data and remote control devices will be studied:

- A) Biometrics for public and private security purposes.
- B) The use of drones for investigative purposes within the framework of public police and judicial powers.

More specifically, the impact of these technologies on the sophistication of security processes will be analyzed, taking into account the legal framework of automated decisions and their impact on fundamental rights, equality and the principle of transparency.

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.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- 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.
- 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 situation and identify the points that are best.
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. Draw up management proposals for prevention and security in an organisation.
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. Propose new methods or well-founded alternative solutions.
9. Propose projects and actions that incorporate the gender perspective.
10. Respond to problems applying knowledge to practice.
11. 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.
12. 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.
13. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
14. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
15. 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.
16. Use the capacity for analysis and synthesis to solve problems.
17. Work and learn autonomously.
18. Work in institutional and interprofessional networks.

Content

- Biometrics for public and private security purposes. Real cases.
- Legal regime of data protection and legal-constitutional limits to biometric identification.
- The use of drones for investigative purposes within the framework of public police and judicial powers.
- Legal-constitutional limits on the use of drones. The protection of the right to honor, privacy and self-image. The nullity of the evidence.
- Administrative and criminal liability in the use of drones.

Methodology

Taking into account that the modality of the class is Online, with the aim of achieving the learning objectives described in this Guide, we will develop a methodology that combines the individual study from the readings that will be presented in each topic.

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			
Evaluation	4	0.16	15, 14, 13, 11, 12
Videoclass	6	0.24	4, 6, 15, 11, 12
Type: Supervised			
Continuous evaluation exercise I and II	24	0.96	4, 2, 6, 3, 10, 5, 1, 7, 8, 9, 18, 17, 16
Type: Autonomous			
Individual study	116	4.64	4, 2, 6, 3, 10, 5, 1, 7, 8, 9, 15, 14, 13, 11, 12, 18, 17, 16

Assessment

EVALUATION

There will be two individual PECs corresponding to the two paradigmatic cases studied in the course: biometric technology and drones.

Each PEC has a weight of 25% with respect to the final grade of the course. The remaining 50% corresponds to the theoretical exam.

The exam averages with the continuous assessment regardless of the grade obtained.

RE-EVALUATION

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 reassessment the students must have been previously evaluated of 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.

PLAGIARISM

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student makes any irregularity that could lead to a significant

variation in the grade of an evaluation act, it will be graded with a 0 This evaluation act, regardless of the disciplinary process that can be instructed In case of various irregularities occur 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous evaluation 1	25%	0	0	4, 2, 6, 3, 10, 5, 1, 7, 8, 9, 13, 11, 18, 17, 16
Continuous evaluation exercise 2	25%	0	0	4, 2, 6, 3, 10, 5, 1, 7, 8, 9, 18, 17, 16
Exam	50%	0	0	15, 14, 12, 16

Bibliography

Castellanos Ruiz, M. J. (2019). Régimen jurídico de los drones: el nuevo Reglamento (UE) 2018/1139.

CUADERNOS DE DERECHO TRANSNACIONAL, 11(1), 171-234. <https://doi.org/10.20318/cdt.2019.4618>

González Botija, F., & Zamora Santa Brígida, I. (2019). Drones y seguridad pública. Cuadernos de Gobierno y Administración Pública, 6(1), 57-70. <https://doi.org/10.5209/cgap.64618>

Izquierdo Carrasco, M. (2020). La utilización policial de los sistemas de reconocimiento facial automático. IUS ET VERITAS, (60), 86-103. <https://doi.org/10.18800/iusetveritas.202001.004>

Martínez Ramil, Pablo. «¿Es el marco legal de derechos humanos de la UE capaz de hacer frente a la IA discriminatoria?». IDP. Revista de Internet, Derecho y Política, [en línea], 2021, n.º 34, pp. 1-14, <https://doi.org/10.7238/idp.v0i34.387481>

Pérez Esquivel, A. Desafíos de la videovigilancia automatizada. Derecho y Ciencias Sociales. Noviembre 2020-Abril 2021. N° 24. Pgs 100-122 ISSN 1852-2971. Instituto de Cultura Jurídica y Maestría en Sociología Jurídica. Facultad de Ciencias Jurídicas y Sociales. Universidad Nacional de La Plata. Argentina

Simón Castellano, Pere; Dorado Ferrer, Xavi. «Límites y garantías constitucionales frente a la identificación biométrica». IDP. Revista de Internet, Derecho y Política, [en línea], 2022, n.º 35, pp. 1-13, <https://doi.org/10.7238/idp.v0i35.392324>

Software

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