

## Investigation Techniques

Code: 106683  
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OB	3	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: No  
Some groups entirely in Spanish: Yes

### Teachers

Jose Antonio Lozano Morcillo

### Prerequisites

This subject has no prerequisites

### Objectives and Contextualisation

#### TRAINING OBJECTIVES

The aim of the course is to provide students with basic knowledge about the figure of Private Detective and the operation of the judicial police. (Regulation, competencies, administrative organization, areas of action and development of its functions), as well as interview techniques.

### 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

### PRESENTATION

This subject arises from the need for the student of the Degree in Prevention and Safety to have a first approach to the world of research, both in the private sphere, reserved for private detectives, and in the public sphere, which is carried out by the Police. .

Societies with advanced socio-economic systems are characterized by a continuous interrelationship between their members, sometimes these generate conflicts both in the field of interpersonal relationships and in the economic, labor, corporate, etc.

The resolution of these conflicts that, in their great majority, have a private character (they are outside the penal scope) require the contribution of information and tests to document approaches in the civil, labor, commercial, legal jurisdictions family; or, at least, to have simply the certainty of the reality of some facts, without any judicial significance.

In Spain, as in most Western countries, the practice of obtaining information and evidence relating to private events or conduct, attributing to private detectives, constituted as Detective Offices, is defined and regulated. , the said faculties in an exclusive manner.

The explanation of the social work of private detectives and their framework of action, is the subject of the course in which we will answer questions such as D.P., how they are organized, what services they provide and how they develop their professional work.

In the field of Public Investigation we will know how it works and how an investigation unit is organized based on certain crimes classified in the Penal Code.

### Methodology

The subject is divided into two blocks. The first block will explain the principles of private investigation, the second block will analyze the tools used in the field of judicial police, as well as the concept of the same.

In each of the blocks, teachers will present the theoretical part and encourage discussion on the topics proposed through the different forums.

At the same time, the student will have to elaborate the PACs of the subject

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.

Note: 15 minutes of a class will be reserved, within the calendar established by the center / degree, for the complementation by the students of the surveys of evaluation of the performance of the profesorado and of evaluation of the asignatura / module

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	2	0.08	4, 5, 2, 3, 12, 15, 6, 1, 13, 8, 9, 11, 23, 14, 21, 20, 19, 17, 18, 16, 24, 22
Video class	12	0.48	4, 2, 3, 12, 15, 6, 13, 8, 10, 9, 20, 16, 24, 22, 7

Type: Supervised

Tutorials to support the realization of practical and theoretical work	24	0.96	4, 5, 2, 3, 12, 15, 1, 13, 10, 11, 23, 14, 21, 20, 19, 17, 16, 24, 7
Type: Autonomous			
Personal study, reading articles and preparing class work	84	3.36	4, 5, 2, 3, 12, 6, 1, 13, 10, 9, 11, 23, 14, 20, 19, 17, 18, 16, 24, 22

## Assessment

### EVALUATION SYSTEM

The evaluation system will consist of the elaboration of 3 PEC (Continuous Evaluation Tests) plus a final test of continuous evaluation on all the contents of the subject.

The weight on the final grade of each of the parties is as follows:

PEC 1 Private research (20%).

PEC 2 Public research (20%).

PEC 3 Interview techniques (10%)

Final Test (50%)

To pass the course it is mandatory to take the final test to take the course.

In the event that the subject is not passed in accordance with the above-mentioned criteria (continuous assessment), a recovery test may be taken on the scheduled date, which will cover all the contents of the program.

To participate in the recovery the student 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 qualification of the subject. However, the grade that will appear in the student's transcript is a maximum of 5-Approved.

Students who need to change an assessment date must submit the application by filling out the document found in the EPSI Tutorial moodle space.

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student commits any irregularity that may lead to a significant variation in the grade of an assessment act. , this assessment act will be graded with a 0, regardless of the disciplinary process that may be instructed. In the event that several irregularities occur in the assessment acts of the same subject, the final grade of this subject will be 0 ".

The tests / exams can be written and / or oral at the discretion of the teacher.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam	50%	4	0.16	4, 15, 1, 10, 11, 21, 20, 17
PEC 1	20%	8	0.32	5, 2, 3, 15, 6, 1, 13, 8, 10, 9, 14, 19, 17, 18, 24, 22, 7
PEC2	20%	8	0.32	5, 2, 15, 6, 1, 13, 8, 10, 23, 14, 19, 17, 18, 24, 22, 7
PEC3	10%	8	0.32	5, 2, 12, 15, 6, 1, 13, 8, 10, 14, 19, 17, 18, 16, 24, 22

## **Bibliography**

Law 5/2014, of April 4, on Private Security. [http://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2014-3649](http://www.boe.es/diario_boe/txt.php?id=BOE-A-2014-3649)

Private Investigation Techniques Manual. Pedro P. Domínguez Prieto.

Investigation of internal and external fraud in the corporate (insurers) and institutional sphere. José Manuel Ferro Veiga. Edit. University Club 2011

Public Research Recommended bibliography:

Sabaté Muñoz, Ll., Proof of evidence in the judicial process. Analysis for jurists, detectives, journalists, experts and police, ed. The Law, Madrid, 2016.

Gimeno Sendra, V. and Marchal Escalona, A. N., Criminal Procedure Code for the judicial police, Editorial Aranzadi, Pamplona, 2016.

Reference rules:

- Spanish Constitution
- Organic Law of the Judiciary 6/1985, of July 1
- Organic Law of security forces and bodies of the State 2/1986
- Criminal Procedure Law
- Royal Decree 769/87 on regulation of the judicial police
- Law 10/94, of July 11, of the police of the Generalitat- Mossos de Esquadra
- Law 19/91, of the local police

## **Software**

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