

Safety Management

Code: 104024
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OT	4	1

Contact

Name: Diego José Calero Torta

Email: diego.calero@uab.cat

Teaching groups languages

To check the language/s of instruction, you must click on "Methodology" section of the course guide.

Teachers

Pedro Velázquez Moreno

External teachers

Diego José Calero Torta

Prerequisites

This subject doesn't have any pre-requirerments

Objectives and Contextualisation

The general objective of the subject is to obtain the minimum knowledge required by a public safety officer at the local level, specified in the following specific objectives:

- Contextualize local public security management.
- Familiarize the student with the basic characteristics of the local police organizations and their functioning.
- Obtain a minimum knowledge of the management tools of the local police officer.
- Know the basic leadership skills necessary for the performance of the police leadership.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.

- Communicate information , ideas, problems and solutions to both specialised and non-specialised publics.
- Efficiently manage technology in security operations.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Identify, manage and resolve conflicts.
- 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 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 sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Analyse the situation and identify the points that are best.
3. Apply different management systems to public safety.
4. Apply the different concepts involved in the internal and external communication of an organisation.
5. Be able to adapt to unexpected situations.
6. Critically analyse the principles, values and procedures that govern professional practice.
7. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
8. Identify, manage and resolve conflicts.
9. Propose new methods or well-founded alternative solutions.
10. Propose projects and actions that incorporate the gender perspective.
11. Respond to problems applying knowledge to practice.
12. 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.
13. 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.
14. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
15. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
16. 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.
17. Take decision relating to the contingencies involved in managing risks in public systems.
18. Undertake collaborative management of private security plans.
19. Use the capacity for analysis and synthesis to solve problems.
20. Work in institutional and interprofessional networks.

Content

Public safety in local administration
Socioeconomic context
Public security concept. Dimensions of security

Public security from gender perspective
Public space and coexistence
The proximity police

Management of the security service
Organization of the police service
Technology applied to the security service
Incident management system

Ethical codes
Normative.
Control mechanisms.
The values

Exercise of directive functions. Tools for analysis, planning and definition of strategies in the field of security.
Work methodology to address security conflicts.

Competences for the exercise of leadership in the field of security.
Communication and interpersonal understanding
Teamwork
Decision making
Conflict management
Organization and job planification.

Methodology

Teaching language: spanish

The teaching methodology will combine the individual study from the Manual with the tutoring of the teaching staff.

The students will prepare the syllabus autonomously and the videoconference sessions will be devoted to deepening on the topics discussed, as well as resolving possible doubts.

A forum of doubts will also be created where students can ask the questions and clarifications that they consider about the subject.

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	1, 2, 4, 3, 11, 7, 8, 9, 10, 16, 15, 14, 12, 13, 19

Videoconference with the active participation of the students	6	0.24	5, 6, 1, 2, 4, 3, 11, 7, 18, 8, 17, 9, 10, 16, 15, 14, 12, 13, 20, 19
Type: Supervised			
RESOLUTION OF DOUBTS ON SUBJECT AND PRACTICES	24	0.96	5, 6, 1, 2, 4, 3, 11, 7, 18, 8, 17, 9, 10, 16, 15, 14, 12, 13, 20, 19
Type: Autonomous			
Personal study, reading articles and preparing class work	116	4.64	5, 6, 1, 2, 4, 3, 11, 7, 18, 8, 17, 9, 10, 16, 15, 14, 12, 13, 20, 19

Assessment

Continuous assessment

First test

It will be divided into two continuous assessment tests (PAC1 and PAC2), with a value of 25% of the final grade for each test.

It will consist of the realization of two practical exercises on the topics of the subject related to the content of the subject. Its realization will be carried out, taking as a basis, the student manual and may be complemented with documentation of the basic bibliography or with another reference that will be cited in the exercises.

Second test

Face-to-face exam (individual test), worth 50% of the final grade.

It will consist of the realization of a series of theoretical and / or practical exercises to be carried out in person at the School.

In case of not passing the subject in accordance with the aforementioned criteria (continuous assessment), a recovery test may be done on the date scheduled in the schedule, and that will cover all the contents of the program.

The grade to pass the continuous evaluation will be the result of the sum of the two tests. To pass the continuous assessment this average must be 5 or higher.

Examination-based assessment

Students who opt for single assessment will take a final synthesis test on the entire content of the subject (50%) and will submit the work of the subject (50%)

The date for this test and the delivery of the work of the subject will be the same scheduled in the schedule for the last exam of continuous evaluation.

The same recovery system will be applied as for continuous assessment.

Evaluation of students in second call or more

Students who repeat the subject must take the scheduled tests and exams and deliver the work of the subject on the dates indicated in the Moodle classroom.

Retake Exam

The student who does not pass the subject, who does not reach 5 (total) out of 10, in accordance with the criteria established in the two previous sections may submit to a final exam provided that the student has been evaluated in a set of activities, the weight of which equals a minimum of two thirds of the total grade of the

subject. If you have not been evaluated of these two thirds for not having submitted to the tests, you will obtain a Not Evaluated qualification, without having the possibility of submitting to the final recovery exam.

In this exam the set of contents of the subject that have not been passed in the continuous evaluation will be reevaluated.

In the case of passing the final exam the subject will be approved with a maximum of 5, regardless of the grade obtained in the exam.

Change of date of a test or exam

Students who need to change an evaluation date must submit the request by filling in the document found in the EPSI Tutorization Moodle space.

Once the document has been completed, it must be sent to the teaching staff of the subject and to the coordination of the Degree.

Review

At the time of carrying out each evaluation activity, the teaching staff will inform the students of the mechanisms of review of the qualifications.

For single assessment students, the review process will be the same.

Other considerations

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, this evaluation act will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of several irregularities occur in the evaluation acts of the same subject, the final grade of this subject will be 0".

If there are unforeseen circumstances that prevent the normal development of the subject, the teaching staff may modify both the methodology and the evaluation of the subject.

If during the correction there are indications that an activity or work has been carried out with answers assisted by artificial intelligence, the teacher may complement the activity with a personal interview to corroborate the authorship of the text.

The tests / exams may be written and / or oral at the discretion of the teaching staff

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final Exam of Continuous Evaluation	50%	0	0	1, 2, 3, 11, 7, 8, 17, 9, 10, 16, 15, 14, 12, 13, 19
Written and / or oral tests that allow to value the knowledge acquired by the student	50%	0	0	5, 6, 1, 2, 4, 3, 11, 7, 18, 8, 17, 9, 10, 16, 15, 14, 12, 13, 20, 19

Bibliography

Ajuntament de Barcelona. (2016). Pla Director de la Guàrdia Urbana.

- Ajuntament de Barcelona. (17 de Noviembre de 2022). *www.barcelona.cat*. Recuperado el 2023, de <https://ajuntament.barcelona.cat/premsa/2022/11/17/la-guardia-urbana-i-mossos-desquadra-amplien-latencio-a-l>
- Alonso, R. (2016). El terrorismo yihadista inspirado en el islamismo radical. *Cuadernos de la Guardia Civil. Edición 75 aniversario Servicio Información*, 85.
- Ballbé Mallof, M. (1990). Diez años de seguridad y política autonómicas. *Revista catalana de derecho público*, 117.
- Barcelona, O. d. (2017). *Informe de l'activitat turística a Barcelona*. Barcelona: Turisme.
- Bauman, Z. (2002). *Modernidad líquida*. Buenos Aires: Fondo de Cultura Económica.
- Bauman, Z. (2006). *Confianza y temor en la ciudad. Vivir con extranjeros*. Barcelona: Arcadia.
- Beck, U. (2003). *Sobre el terrorismo y la guerra*. Buenos Aires: Paidós.
- Beck, U. (2006). *La sociedad del riesgo global*. Madrid: Siglo XXI de España.
- Bennet, N., & Lemoine, J. (Gener de 2014). What VUCA Really Means for You. *Harvard Business Review*.
- Bland, N. (1997). Measuring public expectation of policing: an evaluation of gap analysis. *Police Research Series*, 24.
- Borja, J., & Muxí, Z. (2003). *El espacio público. Ciudad y ciudadanía*. Barcelona: Electa.
- Brogden, M., & Nijha, P. (2005). *Community Policing*. Regne Unit: William Publishing.
- Brotat, R., & Remotti, J. C. (2014). *La seguridad urbana: Entre la seguridad ciudadana, el civismo y la convivencia en espacios públicos*. Barcelona: Universitat Autònoma De Barcelona. Departament De Ciència Política i De Dret Públic.
- Cala, M., & García, M. (2014). Las experiencias de mujeres que sufren violencia en la pareja y su tránsito por el sistema judicial: ¿Qué esperan y qué encuentran? *Anales De La Cátedra Francisco Suárez* (48), 100.
- Camps, V. (2013). La moral del ciudadano. *Revista Democracia y Gobierno Local*, 5.
- Camps, V., & Giner, S. (2014). *Manual de civismo*. Barcelona: Ariel.
- Carlzon, J. (1991). *El momento de la verdad*. Madrid: Ediciones Díaz de Santos.
- Carrer, F. (2001). El sentimiento de inseguridad. *Revista Catalana de Seguretat Pública*, núm. 9, 82.
- Cascio, J. (29 de Abril de 2020). *medium.com*. Obtenido de medium.com: <https://medium.com/@cascio/facing-the-age-of-chaos-b00687b1f51d>
- Castells, M. (2012). *Redes de indignación y esperanza*. Madrid: Alianza Editorial.
- Castiñeira, A. (2014). El espacio público en una sociedad democrática. *Revista Catalana de Seguretat Pública*, 41-48.
- Catalunya, G. d. (2010). *Polícia de la Generalitat. Mossos d'Esquadra*. Barcelona: Departament de Justícia i Interior.
- Chapman, R., & Scheider, M. (2002). *Community Policing: Now More than Ever. Office of Community Oriented Policing*. Washington: U.S. Department of Justice.
- Covey, S. (1997). *Los siete hábitos de la gente altamente efectiva*. Barcelona: Paidós.
- Curbet, J. (2008). *La Ciudad: el hábitat de la (in)seguridad*. Fundación Democracia y Gobierno Local.

- Curbet, J. (2011). La Seguretat ciutadana: la inseguretat ciutadana ha canviat les nostres vides . La Seguridad ciudadana en las metrópolis del siglo 21. *Papers* 53, 82.
- Davis, F. (1992). *La comunicación no verbal*. Madrid: Alianza Editorial.
- Departament de Justícia EUA-Departament d'Assistència Jurídica. (1994). *La Policia comunitària. Esquema general d'actuació*.
- Deyra, M., & García Ceballos, J. (2011). Los 7 "valores clave" de la ética policial en los países. *ANALES Nº 41 - Facultad de Cs. Jurídicas y Sociales.*, 97-107.
- Diputació de Barcelona. (2010). *Policia de proximitat. Manual de consulta*. Barcelona: Direcció de Comunicació de la Diputació de Barcelona.
- Fernandez Aguado, J. (2012). *El idioma del liderazgo*. Madrid: LID.
- Fernández-Vidal, S. (2018). *La puerta de los tres cerrojos: Una aventura cuántica*. Destino.
- Ferraro, K. F. (1995). *Fear of Crime. Interpreting Victimization Risk*. Albany, NY: State University of New York Press.
- Foro Europeo para la Seguridad Urbana. Nápoles, 7. 8. (2000). *Manifiesto de ciudades: Seguridad y Democracia*. Nápoles.
- Forrest, S., Myhill, A., & Tilley, N. (2005). *Practical lessons for involving the community in crime and disorder problem-solving*. London: Home Office Research, Development and Statistics Directorate.
- Fuentes, J. R., & Capell, J. M. (2016). *La policia local a Catalunya*. Barcelona: Diputació de Barcelona.
- Gandarillas, M. (2007). *La pollicía comunitaria: asegurando la convivencia*.
- Garland, D. (2005). *La cultura del control: Crimen y orden social en la sociedad contemporánea*. Barcelona: Gedisa.
- Goldstein, H. (1990). *Problem-oriented policing*. New York: McGraw-Hill, Inc.
- Goleman, D. (1996). *Inteligencia emocional*. Barcelona: Kairós.
- Guillén, F. (2006). Les polítiques locals de prevenció i seguretat a Europa. *Revista Catalana De Seguretat Pública*, 61.
- Guillen, F. (2013). La Policia i la seguretat en els espais públics. *Institut de Ciències Polítiques i Socials. Working Papers*, 315.
- Guillen, F. (2016). *Modelos de policía. Hacia un modelo*. Barcelona: Bosch Editor.
- Guillen, F. (2016). *Modelos de policía. Hacia un modelo*. Barcelona: Bosch Editor.
- Herbert, S. (1997). *Territoriality and the Police*. Oxford: Blackwell Publishers.
- Jacobs, J. (2011). *Muerte y vida de las grandes ciudades Madrid*. Madrid: Capitán Swing Libros, S.L.
- Janson, B. (2003). El Código Europeo de Ética de la Policía. Razones y directrices para el cambio. *Revista Catalana de Seguridad Pública*, 9.
- Jiménez Asensio, R. (2005). Potestad normativa municipal y convivencia ciudadana. *Anuario Del Gobierno Local (1)*, 75.
- Jordan, J. (2009). Políticas de prevención de la radicalización violenta en Europa: Elementos de interés para España. *Revista Electrónica De Ciencia Penal Y Criminología*, 14.

- Kelling, G. (3 de Agosto de 2010). Secretary Napolitano Announces New Community-Based Law Enforcement Initiatives in Conjunction with National Night Out . *Targeted News Service*.
- Kelling, G., & Bratton, W. (2006). Policing Terrorism. *Manhattan Institute for Policy Research, Civic Bulletin*, 43.
- Knapp, M. (1995). *La comunicación no verbal*. Barcelona: Paidós Comuniación.
- Landrove, G. (1990). La victimización del delincuente. . *Victimología: VIII Cursos de verano en San Sebastián*, 152.
- Lawrence, J., & Steck, E. (1991). *Overview of Management Theory (1st ed.)*. Carlisle Barrack: U.S. Army War College.
- López, J., & Gadea, A. (1999). *Servir al ciudadano*. Barcelona: Ediciones Gestión 2000.
- Martí Casanovas, M. (2013). Políticas de espacio público en ciudades europeas. *Quaderns De Recerca En Urbanisme*, Issue 1.
- Mazza, A. (2009). . (2009). Ciudad y espacio público. Las formas de la inseguridad urbana. *Cuadernos de investigación urbanística*.
- Mengual, A., Juarez, D., Sempere, F., & Rodríguez, A. (2012). La gesstión del tiempo como habilidad directiva. *Ciencias*.
- Muñoz Machado, A. (1999). *La gestión de la calidad total en la administración pública*. Madrid: Ediciones Díaz de Santos.
- Neuman, E. (1994). *El rol de la víctima en los delitos convencionales y no convencionales*. Buenos Aires: Editorial Universidad.
- Newman, O. (1973). *Defensible Space: Crime Prevention Through Urban Design*. Nueva York: MacMillan Publishing Company.
- Newman, O. (1996). *Creating Defensible Space*. Washington, DC: US Department of Housing and Urban Development, Office of Policy Development and Research. Institute for Community Design Analysis, Center for Urban Policy Research, Rutgers University.
- Observatorio contra la Violencia Doméstica y de Género . (2021). *Informe estadístico*. Consejo General del Poder Judicial, Madrid.
- Osborn, A. (1963). *Applied Imagination*. New York: Charles Scribner's Sons.
- Parejo Alfonso, L. (2008). *Seguridad pública y Policía Administrativa de seguridad. Problemas de siempre y de ahora para el deslinde, la decantación y la eficacia de una responsabilidad nuclear del Estado administrativo*. Barcelona: Tirant Lo Blanch.
- Pemán Gavín, J. M. (2007). Ordenanzas municipales y convivencia ciudadana: Reflexiones a propósito de la Ordenanza de civismo de Barcelona. . *Revista De Estudios De La Administración Local Y Autonómica*, 9.
- Ponce, H. (2006). La matriz FODA: una alternativa para realizar diagnósticos y determinar estrategias de intervención en las organizaciones productivas y sociales. *Revista Contribuciones a la Economía*.
- Porter, M. (1998). *Técnicas para el Análisis de los Sectores Industriales y de la Competencia*. México: Editorial CECSA.
- Rebollo, R. (1994). Policía y derechos humanos. *Revista Poder Judicial*, 201-215.
- Recasens, A. (2001). Algunas reflexiones sobre la Seguridad: respuestas complejass para sociedades complejas. *Revista Catalana de Seguretat Pública*, vol 8, 14.

- Recasens, A. (2007). *La violència entre joves en espais d'oci nocturn. Un estudi comparatiu europeu*. Barcelona: Atelier.
- Ridaura Martínez, M. (2014). *La seguridad ciudadana como función del Estado*. Publicaciones de la Universidad de Deusto.
- Robert, P. (2006). Seguridad objetiva y seguridad subjetiva. *Revista Catalana de Seguretat Pública*, núm. 16, 99.
- Schuler, E. (1998). *Asertividad*. Madrid: Gaia Ediciones.
- Servera, J. L. (1999). *Ética policial*. Barcelona: Tirant lo Blanch.
- Servera, J. L. (2006). *Ética policial*. Barcelona: Alfa Delta S.L.
- Stradiotto, D. (2001). Modelo de participación para la prevención del delito. *Revista Ciencia Policial* (59).
- Taleb, N. (2007). *El cisne negro*. Barcelona: Paidós.
- Taleb, N. (2012). *Antifrágil: las cosas que se benefician del desorden*. Barcelona: Paidós.
- Trojanowicz, R. C., & Carter, D. L. (1988). Philosophy and Role of Community Policing. *National Center for Community Policing*, 17.
- UK, H. O. (2004). The planning system and crime prevention. *Office of the Deputy Prime Minister*.
- UNESCO. (2019). *Descifrar el código: La educación de las niñas y las mujeres en ciencias, tecnología, ingeniería y matemáticas (STEM)*. UNESCO.
- Unión Europea. (1999). *Dictamen del Comité de las Regiones del 8 de diciembre de 1999, sobre "La delincuencia y la Seguridad en las ciudades"*, p.5, punto 4.5 (CDR 294/99 fin). Unión Europea.
- Unión Europea. (2007). *Dictamen del Comité de las Regiones del 13 de febrero de 2007, sobre "Política de la vivienda y política regional"*, p. 12, punto 1.8 (2007/C 146/02). Unión Europea.
- Vidales, C. (2014). Seguridad ciudadana, políticas de seguridad y estrategias policiales. *Estudios Penales Y Criminológicos*, (32), 481-482.
- Wilson, J. Q., & Kelling, G. L. (1982). The police and neighborhood safety: Broken windows. *Atlantic monthly*, 127.

Software

Moodle virtual classroom

Microsoft Teams

This course will use the basic software of the office 365 package.