

Security and Technology

Code: 105744
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

Teaching groups languages

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

Prerequisites

This subject does not have any previous requirements, although it is advisable to have passed the following subjects:

- Safety Technology.
- Data Protection and Information Security.

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 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.
- 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. Propose viable projects and actions that promote social, economic and environmental benefits.
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. Use the capacity for analysis and synthesis to solve problems.

- 18. Work and learn autonomously.
- 19. Work in institutional and interprofessional networks.

Content

- Biometrics for public and private security purposes.
- Real cases. False positives (arbitrary arrest and discrimination) and negatives (control access risks).
- 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

Lengua de docencia: Español.

Llengua de docència: Espanyol.

Teaching language: Spanish.

Taking into account that the aim of achieving the learning objectives described in this Guide, we will develop a methodology that combines the individual study from the Manual, and the readings that will be presented in each topic, in addition of some documentaries.

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	
Lectures	40	1.6	
Type: Supervised			
Continuous evaluation exercise I and II	20	0.8	
Type: Autonomous			
Individual study	86	3.44	

Assessment

CONTINUOUS ASSESSMENT

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

Each PEC has a weight of 35% of the final grade of the course. The remaining 30% corresponds to the theoretical exam (open questions, case studies or multiple choice).

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

The total weighted average must be 5 points or higher in order to pass.

In order to be eligible for an honors degree it will be necessary to have obtained nine points or more in each of the tests (PECs and exam).

SINGLE EVALUATION

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (30%) and will hand in a document containing the solutions to the two PECs of the course (35% each).

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

The same recovery system will be applied as for the continuous evaluation.

EVALUATION OF THE STUDENTS IN SECOND OR MORE SUMMONS

Students who repeat the course will have to take the scheduled tests and exams and hand in the course work on the dates indicated in the Moodle classroom.

SECOND CHANCE EXAMINATION

The student who does not pass the course, who does not reach 5 (total) out of 10, according to the criteria established in the two previous sections may take a final exam provided that the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the course. If the student has not been evaluated of these two thirds because he/she has not taken the tests, he/she will obtain a grade of Not Presented, without the possibility of taking the final exam.

In this exam the whole of the contents of the subject that have not been passed in the continuous evaluation will be re-evaluated.

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

CHANGE OF DATE OF A TEST OR EXAMINATION

Students who need to change an evaluation date must submit the request by filling out the document that can be found in the EPSI Tutoring Moodle space.

Once the document has been filled in, it must be sent to the professor of the subject and to the coordination of the Degree.

REVIEW

At the time of each evaluation activity, the faculty will inform the students of the grade review mechanisms.

For single evaluation 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 performs any irregularity that may lead to a significant variation in the grade of an act of evaluation, this act of evaluation will be graded with a 0, regardless of the

disciplinary process that may be instigated. in the event that several irregularities occur in the acts of evaluation of the same subject, the final grade of this subject will be 0 ".

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

If there are unforeseen circumstances that prevent the normal development of the course, the teacher may modify both the methodology and the evaluation of the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous evaluation exercise 1 (Individual Work)	35%	0	0	4, 2, 6, 3, 11, 5, 1, 7, 8, 9, 10, 19, 18, 17
Continuous evaluation test 2 (team Work)	35%	0	0	4, 2, 6, 3, 11, 5, 1, 7, 8, 9, 10, 19, 18, 17
Examination	30%	0	0	16, 15, 14, 12, 13

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. (2021). «¿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], n.º 34, pp. 1-14, <https://doi.org/10.7238/idp.v0i34.387481>

Pérez Esquivel, A. (2020). 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. (2022). «Límites y garantías constitucionales frente a la identificación biométrica». *IDP. Revista de Internet, Derecho y Política*, [en línea], 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