

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

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

This subject does not have any pre-requirements

Objectives and Contextualisation

Since the Law of PRL 31/1995 was promulgated, RD 39/1997 of Prevention Services and its subsequent partial modifications, has been provided from different universities and approved entities most of the technical training necessary to train professionals of the sector of the prevention of labor risks and to be able to develop its functions as basic, intermediate and superior technicians in prevention of occupational risks and in the different technical disciplines (Safety, Industrial Hygiene, Ergonomics - Psychosociology) and medical discipline (Occupational Medicine).

In most of these technical formations, students are not being offered any type of guidelines that affect the importance of managerial, leadership and management skills. In order to run a prevention company, whatever its modality (SPA, SPP or SPPM) or a department of a preventive organization must have a perspective and management knowledge that allows a competent, efficient and effective management of the company and the project that is led.

These mentioned managerial and management skills must provide a global vision of the operation and functions of the company and a mastery of the main activities that every director, leader or manager must perform: planning, managing, organizing and directing.

In the development of this subject, the necessary tools will be provided so that the prevention expert can direct

and lead his own prevention or third party company. With this knowledge and tools it will be possible to guarantee that the student has sufficient knowledge to manage the organization or department with maximum efficiency, in coordination or integration with the other existing departments in the prevention company. The general objective of this course is to prepare the student for the direction and management of the prevention of occupational risks in an external prevention service or own of a business organization and in particular:

- Know the functions of an expert in the direction of prevention services.
- Know and analyze the problems of the limits and scope of the direction of the prevention services.
- Know the difference between the role of the expert in the direction of prevention services in organizations, risk management technicians and expert PRL experts.
- Know the process of LEADERSHIP the different departments of prevention services in organizations and tools to ensure a healthy management of equipment.
- Know the activities that the expert in the direction of prevention services in organizations must coordinate with other professionals in risk prevention.
- Know the legal and ethical principles of the management of prevention services in organizations.
- Know the structures of companies and industries and their relationships with the direction of prevention services in organizations.
- Know the public entities of surveillance and control of risk prevention and direction of the prevention services in the organizations of the country.
- Know the legislation and specific regulations that affect the functions of the expert in the direction of prevention services in organizations.
- Know the specific techniques that should be mastered by the expert LIDER in the direction of prevention services in organizations.
- Know communication techniques for the direction of prevention services in organizations.
- Know the basics of quality and environmental management systems.
- Know the structure of decision-making, technical and participation bodies in the direction of prevention services in organizations.
- Know the negotiation techniques.
- Know the innovation techniques in the direction of prevention services in organizations, mainly in the psychosocial aspect.
- Know the advanced techniques of project evaluation and audits in the direction of prevention services in organizations.
- Know the associated regulations and have sufficient technical knowledge to evaluate the risk of the investment and propose corrective measures.
- Know the measures of action in crisis situations (occupational accident, occupational disease, etc.).
- Know the format of the expert technical experts that can be requested as an expert by the courts or by lawyers' offices

Therefore the general objective of this training is to prepare the student for the leadership and for the management and management of the prevention of occupational hazards in a prevention service proper to or outside of a business organization with expert training. Provide students with a highly specialized management training linked to the current professional practice of a manager. Transmit management and management skills necessary to provide a global vision of the functioning and functions of the prevention company, be it own or by itself. The student will acquire the necessary tools to become an expert in prevention and can manage his company or another for his own account, effectively. Provide the students with the tools that allow them to define, establish and maintain a prevention management system that guarantees and makes the prevention of the company profitable. Master the main activities that every director, business leader or manager has to do: plan, manage, organize and direct.

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.

- Communicate information , ideas, problems and solutions to both specialised and non-specialised publics.
- 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, 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 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 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 systems of responsibility and management models particular to models of labour risk prevention management.
4. Be able to adapt to unexpected situations.
5. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
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 the most common labour risk factors.
9. Identify, manage and resolve conflicts.
10. Implement and evaluate a plan for labour risk prevention in an organisation.
11. Propose new methods or well-founded alternative solutions.
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. 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.
16. 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.
17. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
18. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

19. 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.
20. Use the capacity for analysis and synthesis to solve problems.
21. Work in institutional and interprofessional networks.

Content

INTRODUCTION

Introduction to the Preventive Services models. Preventive modulation and the type of Prevention Service. Alien Prevention Service Directorate. PRL Technical exclusive and PRL Specialities. FOREIGN PREVENTION SERVICE MANAGEMENT as a service company

LEADERSHIP AND DECISION-MAKING DIRECTIVES

Organization, management and leadership. Definition and approaches
 Leadership of departments, projects and prevention services
 Handling of raw and foreign emotions (positive and negative emotions)
 Team Motivation
 Business and Directive
 TECHNICAL DIRECTORATE-GENERAL for PREVENTATIVE services from a technical-legal perspective

 The Directorate of Prope Prevention Service and Mancomunat Prevention Service.
 The Directorate of the preventative service: SPP and SPPM technical and human requirements.
 Inspections
 Criminal, civil and administrative responsibilities of the SPP and SPPM.
 Internal, External and Legal Auditories.

TRANSVERSE WORK

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	
Master Classes	40	1.6	
Type: Supervised			
Supervised	12	0.48	
Type: Autonomous			
Autonom	94	3.76	

The language used in this assignment will be the Catalan language

Classes in the classroom correspond to a master methodology in which, during the first hour, the teacher will explain the theory of the subject matter studied, the rest will correspond to the practical sessions where the students will work individually or in groups, discussing the concepts dealt with in the session, reflective materials and solving practical cases.

The contents worked on the theoretical sessions will be evaluated by means of evaluated written tests.

The contents worked on in the practical sessions will also be evaluated by delivering the work done (in the classroom or via Moodle according to the case). The practical classes in the classroom will consist of the development of individual and group exercises and works, applying in practice some of the concepts dealt with in the theoretical classes. These tasks can be individual reflections, group exercises, case presentations, etc. The development, study, compulsory and recommended bibliographical reading, as well as the resolution of exercises outside the classroom will also occupy a significant part of the dedication time of the students to the subject.

During the semester, he will perform a TRANSVERSAL EXERCICE that will be explained during the first sessions of this 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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous evaluation: TRANSVERSAL DOSSIER + Resolution and delivery of practical cases resolved in the classroom: Resolution and delivery of individual works uploaded to the MOODLE. Required reading book referred to in the Bibliography.	50%	0	0	1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Evaluation: final written test	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

CONTINUOUS ASSESSMENT

There will be 5 individual PECs corresponding to the topics studied in the course. Each PEC has a weight of 50% of the final grade of the course. The remaining 10% corresponds to the theoretical exam.

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.

SINGLE EVALUATION

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (50%) and will hand in a document containing the solutions to the 5 PECs of the course (10% 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.

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.

Bibliography

Bibliography to work it during the course:

LIDERANDO EL ¿BIENESTAR? LABORAL: ORDEN O CAOS. Autor: Dr Miquel Àngel Serrat. Editorial BOSCH EDITOR. Any 2021

Bibliography recommended:

- Llei 31/1995, de 8 de novembre, de prevenció de riscos laborals. BOE núm. 269, de 10 de novembre de 1995.
- LEY 54/2003, de 12 de desembre, de reforma del marc normatiu de la prevenció de riscos laborals.
- Reial decret 39/1997, de 17 de gener, pel qual s'aprova el Reglament dels serveis de prevenció. BOE núm. 27, de 31 de gener de 1997.
- Rd 171/2004
- Altres Lleis i RD relacionats amb la Seguretat, Higiene, Ergonomia i Psicosociologia
- Diferents notes tècniques de prevenció (NTP) i normes UNE relacionades.

Enllaces registre dels serveis de prevenció aliens de Catalunya

<http://www20.gencat.cat/portal/site/empresaiocupacio/menuitem.7c312755b8c91fe0a6740d63b0c0e1a0/?vgnnext>

Enllace Acreditació de entitat especialitzada com a servei de prevenció aliè

<http://www20.gencat.cat/portal/site/OVTE/menuitem.a2d16f71d01ae7dc6e4a83bdb0c0e1a0/?vgnextoid=388537>

Software

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

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan	first semester	afternoon
(TE) Theory	2	Catalan	first semester	afternoon