

Safety Models

Code: 101836
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502501 Prevention and Integral Safety and Security	FB	1

Contact

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Teaching groups languages

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

Prerequisites

This subject doesn't have any pre-requierments

Objectives and Contextualisation

The subject "Security models" will show the different existing security models, their evolution and their practical consequences in security management.

ACADEMIC OBJECTIVES

Differentiate security models.
Propose security actions based on the specific security model.
Assess the impact of human security on society.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply the legal regulations governing the sector of prevention and integral security.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Contribute to decisions on investment in prevention and security.
- 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.
- 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.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply the basis of statistics, economics and finance, in the applicable legal framework and the informatics necessary to undertake prevention and security.
3. Apply the rules of professional practice for private security and private research.
4. Carry out scientific thinking and critical reasoning in matters of preventions and security.
5. Identify situations in which a change or improvement is needed.
6. Make efficient use of ITC in the communication and transmission of results.
7. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
8. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsibilities, diversity and values democráticos.
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.

Content

Security models: Theoretical framework

This first block will explain the different existing safety models, highlighting the difference between preventive models and reactive safety models.

Security models: Practical experiences

This second block will analyze different security actions and operations where different perspectives of intervention have been applied depending on the security model used.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	1, 2, 3, 4, 6, 9, 10, 13, 14, 15
Theoretical classes with the active participation of students	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Type: Supervised			
Tutorials to support the realization of practical and theoretical work	12	0.48	1, 4, 6, 9, 10, 16, 17
Type: Autonomous			
Personal study, reading of articles and elaboration and academic works of the subject	94	3.76	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Teaching language: Spanish.

Some of the classes may be in Catalan.

The methodology of this subject will be based on a dynamic and participatory model.

Students must correctly follow the explanations of the teachers in the classroom, read or study the topics proposed by the teachers, as well as participate in class.

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
Partial exam(s) and Final exam of continuous evaluation	50%	0	0	2, 3, 4, 6, 10, 11, 13, 14, 15, 16, 17
Preparation and delivery of academic papers on the topics covered in the subject	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Continuous evaluation

1. Assessment of the topics worked in the classroom and continuous evaluation

Assignment work and exercises: delivery of the works and exercises that are considered in class. The mark for these tests, exercises and practices is 50% of the subject.

The note of these exercises (5 points (maximum note) with respect to the final note of the subject) will be added to the note obtained from the individual theoretical tests if these have been exceeded under the conditions specified in the following paragraph.

2. Individual Theoretical Tests

Examination: individual, written, or oral evidence, which allows the student to assess the knowledge acquired.

The grade for these tests is 50% of the subject. Two tests with a value of 25% each will be scheduled.

The minimum mark of each theoretical test for the mark to sum up with the notes obtained in the practice is 3.5.

The grade for these exams will be 5 points from the final grade of the subject.

Tests/examinations may be written and/or oral at the teacher's discretion.

The assignment work must have a grade of 4 to add to the continuous evaluation.

Each test must have at least 3.5 to be added to the continuous evaluation.

The mark for approving the continuous evaluation will be the result of the sum of the two tests and the work of the subject, provided that the minimum grades required for addition are obtained. To approve the continued evaluation, this average must be 5 or higher.

Single Evaluation

Students who opt for single assessment will perform a final synthesis test of all subject content (50%) and submit an assignment job with the same content required for continuous evaluation (50%).

The date for this assessment and submission of the assignment's work will be the same as scheduled in the schedule for the last continuous assessment exam.

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

Assessment of students in second or more calls

Students who repeat the subject will perform the scheduled tests and exams and submit the work of the subject at the dates indicated in the classroom *Moodle.

Recovery Exam

Students who do not exceed the subject, who do not reach 5 out of 10, in accordance with the criteria laid down in the two previous paragraphs, may submit to a final examination provided that the student has been assessed in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total qualification of the subject. If it has not been evaluated from these two third parties for not having been submitted to the tests, it will obtain a non-evaluable qualification, according to the indications of the EPSI Assessment Standard, without having the possibility to submit to the final recovery exam.

This examination will re-evaluate all the contents of the subject that have not been exceeded in the ongoing evaluation.

If the final exam is passed, the subject and/or the submission of the work will be approved with a maximum of 4.9, regardless of the mark obtained in the exam.

Changing an Assessment or Exam Date

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

Once the document has been completed, it must be sent to the assignee teacher and to the Grade Coordination.

Revision

At the time of each evaluation activity, the teacher will inform the student of the mechanisms for reviewing the qualifications.

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

Consult the EPSI Evaluation Standard.

Other considerations - Plagiarism

Without prejudice to other disciplinary measures that are deemed appropriate, and in accordance with the current academic regulations, "in case the student performs any irregularities that may lead to a significant variation in the rating of an assessment act, this evaluation act will be rated at a 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final qualification of this subject shall be 0".

If you have indications during correction that an activity or work has been performed with artificial intelligence-assisted answers, the teacher can supplement the activity with a personal interview to corroborate the authorship of the text.

If circumstances occur that prevent the normal development of the subject, the teacher will be able to modify both the methodology and the assessment of the subject. 1. Assessment of the topics worked in the classroom and ongoing evaluation.

Bibliography

Throughout the course different readings will be provided to students, highlighting the readings carried out by Dr. Manuel Ballbé, such as "El futuro del Derecho administrativo en la globalización: entre la americanización y la europeización", RAP, núm.174, 2007, y Orden público y militarismo en la España Constitucional (1812-1983), ed. Alianza Universidad, 1984, among others.

Ballbé, M. (1983). Orden público y militarismo en la España constitucional (1812-1983), Madrid, Alianza Editorial.

Ballbé, M. (2007). El futuro del Derecho Administrativo en la globalización: entre la americanización y la europeización», *Revista de Administración Pública*, 174, 215-276. Consultado en <https://recyt.fecyt.es/index.php/RAP/article/view/47819> el 29 de abril de 2022

Martínez Quirante. (2002). Armas: ¿libertad americana o prevención europea? / Roser Martínez Quirante; prólogo de Antonio Morales Villanueva. Ariel.

Software

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

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Catalan/Spanish	second semester	afternoon
(TE) Theory	2	Catalan/Spanish	second semester	afternoon

PROVISIONAL