

Degree	Type	Year
2502501 Prevention and Integral Safety and Security	OB	3

## Contact

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## Teaching groups languages

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

## Prerequisites

There are no special requirements to take this course.

## Objectives and Contextualisation

- Achieve a good level of understanding of the phases, methods and evaluation of projects and their practical application..
- Develop the ability to, from a sufficient set of data, define the project, the main milestones and possible contingencies.
- Know the main management tools and phases, planning, execution, delivery and closing projects.
- Distinguish the fundamental features that differentiate work teams from work groups..
- Acquire theoretical knowledge about effective leadership, managerial skills and effective communication in organizations..
- Learn the main aspects that make up a high performance team and how they can be applied in different situations, environments and circumstances..
- Have a panoramic and critical view of the different visions, theories and models on motivation and behavior in organizations..
- Develop a collaborative, creative and proactive attitude towards the resolution of problems as well as a positive critical spirit..
- Develop the ability to look for 'unconventional' solutions to complex problems and achieve a holistic and comprehensive approach to the organizational challenges derived from project management and people management.

## Competences

- Be able to adapt to unexpected situations.
- Have a general understanding of basic knowledge in the area of prevention and integral safety 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.
- 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.
- 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. Analyse the situation and identify the points that are best.
3. Be able to adapt to unexpected situations.
4. Evaluate how gender stereotypes and roles affect professional practice.
5. Identify the key elements in processes to define the security policies of organisations.
6. Respond to problems applying knowledge to practice.
7. 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.
8. 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.
9. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
10. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
11. Use the capacity for analysis and synthesis to solve problems.
12. Work and learn autonomously.

## Content

### BLOCK 1 - PROJECT MANAGEMENT

#### Topic 1. Project direction and orientation

Definition of Project. Determinants of success and the failure of projects. The difficult decisions: previous steps. The life cycle of the projects. Selection and orientation strategies.

#### Topic 2. The decision to start a project

Elements of project analysis. Methodology of projects analysis: quantitative and classification methods. The portfolio perspective. An alternative perspective: The Game Theory applied to projects analysis and selection.

#### Topic 3. Planning the project

The previous planning: the Project Charter. The Budget and the Schedule. Risk Management. Communication Plan. Quality Assessment. Project delivery and closing.

#### Topic 4. Project execution and control

Main challenges. The Agile methods for execution. Change management. Monitoring and control.

## BLOCK 2 - TEAM MANAGEMENT

### Topic 5. Team Leadership

Definition of leadership in project management. Theories about leadership. Contemporary perspectives on leadership.

### Topic 6. Team Motivation

Motivation as a process. Understanding human needs. Theories about motivation. Managing expectations.

### Topic 7. Change management

The need for change in modern organizations. The process of change. The main challenge for change: managing resistance. Vision and direction of the change. Leadership to change.

### Topic 8. High performance teams

Introduction to group and team concepts. The process of transforming groups into teams. The integration of effective teams. Responsibility and Delegation.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lessons and presentation of case studies, case resolution and evaluation.	44	1.76	1, 2, 3, 4, 5, 7, 8, 9, 10
Type: Supervised			
Team work	12	0.48	1, 2, 4, 5, 6, 7, 8, 9, 11
Type: Autonomous			
Resolution of practical cases and homeworks. Personal study tasks for knowledge consolidation.	94	3.76	1, 2, 4, 5, 6, 8, 9, 11, 12

Teaching language: catalan.

Lessons will combine the theoretical and practical contents.

The fundamental method of work, but not the only one, will be the study of specific cases related to the content of the subject. It will often be necessary to have previously read the theoretical content before proceeding to the discussion or study of the practical content. It will be from knowledge, reflection and critical discussion that we will apply the theoretical knowledge that has been acquired.

The theoretical content will be aimed above all at the clarification or development of the most complex, interesting and significant aspects of the different units and also the resolution of doubts of interpretation or understanding of those contents.

The development and resolution of exercises will also occupy a significant part of the time.

The practical lessons in the classroom, divided into two groups, will consist of the development of exercises and team work, in which some of the concepts presented in the theoretical lessons will be applied to practice and which may eventually involve research and discovery or the contribution of contents and documentation by the students.

The student's autonomous activities include both the assimilation of the contents exposed in classroom, as well the search of specific contents on which the class will be oriented and the reading of the documentation that will be provided to them. A part of the documentation delivered or suggested will be in English.

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

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
On-site practices	25%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12
Personal and team working and case studies	25%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Written test	50%	0	0	3, 5, 6, 10, 11

#### CONTINUOUS ASSESSMENT

There will be four group and one individual practices / assignments, corresponding to the topics studied in the course. This work has a weight of 50% of the final grade of the course. The remaining 50% corresponds to the theoretical exam.

The exam averages with the continuous evaluation subject to the condition of passing the exam (minimum mark 5).

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 practical work related to the practices and assignments (50%).

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.

#### PLAGIARISM

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.

#### 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.

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## Software

Microsoft Office, OpenOffice or similar.

Not necessary, but recommended, Microsoft Project or similar.

## Language list

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