

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

## 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 object of study of the subject "Environmental Safety" aims to introduce the student to the knowledge and study of environmental problems that affect the safety of the individuals, as well as the population as a whole. The environment and natural resources are a scarce common good for all humanity, the human being, being able to be classified as a predatory supe, is modifying the existing environmental balance, causing anthropic effects that are having a devastating effect on the ecosystem and the ecosystems. people. This circumstance is causing, in turn, the birth of a new public and private policy of intervention and self-regulation to try to alleviate this environmental imbalance.

This subject aims to briefly address this situation, pointing out some of these environmental imbalances and the risks that entail for the environment and people, analyzing this situation at a legal level and the possible management of said risk.

Thus, within our closest environment, we receive constant information about environmental situations originated by the human being that have or can have an effect on our lives and / or the safety of people as a whole. Soils, air and water altered by contaminants and / or pathogens; exposure to chemical products; sound, light and electromagnetic pollution ... etc., are some of those environmental alterations that influence our lives and environment, and which will be studied in relation to the analysis of them and their management.

### TRAINING OBJECTIVES

- Introduce aspects and general principles about the environment and sustainable development.
- Know certain environmental conditions and their influence on the human being.
- Know the specific regulations related to these environmental conditions.
- Deepen in the technical criteria and methodologies of the identification, analysis and evaluation of specific emergency risks within this scope.
- Know the principles of intervention and self-regulation within the general principles on environment and sustainable development

## 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.
- 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 specific risks and understand the prevention mechanisms.
2. Analyse the preventative interventions in matters of security, environment, quality and social corporate responsibility and identify the inherent risk factors.
3. Analyse the situation and identify the points that are best.
4. Critically analyse the principles, values and procedures that govern professional practice.
5. Diagnose the situation of integral security in companies and organisations.
6. Draw up management proposals for prevention and security in an organisation.
7. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
8. Make efficient use of ITC in the communication and transmission of results.
9. Propose new methods or well-founded alternative solutions.
10. Propose projects and actions that incorporate the gender perspective.
11. Propose viable projects and actions that promote social, economic and environmental benefits.
12. Respond to problems applying knowledge to practice.
13. 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.
14. 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.
15. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
16. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

17. 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.
18. Take a preventative view in the area of security.
19. Use the capacity for analysis and synthesis to solve problems.
20. Work and learn autonomously.
21. Work in institutional and interprofessional networks.

## Content

This subject has a Manual where the basic theoretical contents are reflected. The topics to be discussed are:

- Topic 1. Context: the notion of environment Security
- Current Definition of environment Security
- Freedom from Fear and Freedom from want
- Review Questions Topic 1
- Topic 2 Effects of the environment on security
- Safety and environment: affectations
- Hunger
- Gender, climate and Security
- Health, Safety and environment
- Review Questions Theme 2
- Topic 3 Violence and climate change
- Review Questions topic 3
- Topic 4 International Regulatory Framework
- Introduction
- The Kyoto protocol
- Paris Agreement
- Efforts to combat climate change
- The environmental movement

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class	40	1.6	
Evaluation	4	0.16	
Type: Supervised			
Continuous evaluation exercise I and II	12	0.48	
Type: Autonomous			
Individual study	94	3.76	

Teaching language: Spanish.

The students will have to prepare the subjects from the didactic units, the recommended readings and the documents (legislation and sentences) incorporated to the platform. They must carry out the practical exercises

that are proposed and send the teacher the corresponding answers, reasoned and justified based on the reference documents.

Tutorials with the faculty will be arranged by email.

The language used will be Spanish.

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
Continuous evaluation exercice I	25%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Continuous evaluation exercice II	25%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Exam	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 evaluation

The evaluation system will consist of the realization of two continuous evaluation practices (PEC) in the lake of the subject, which will be available through the classroom \*Moodle, will be 50% of the final grade of the subject and a final exam that will be 50% of the final grade.

Each test must have a minimum grade of 4 in order to be added to the continuous evaluation.

The grade to pass the continuous evaluation will be the result of the sum of the two tests, as long as the minimum required grades are obtained, and the grade of the final exam. To pass the continuous evaluation this average has to be 5.

The final exam will be a face-to-face written test on the material covered in the theoretical classes and the two practices of continuous assessment. This test can be oral at the teacher's discretion.

#### 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 be released and/or evaluated on the course work (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 exam of continuous evaluation.

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 must take the tests and exams scheduled and release the work of the course on the dates indicated in the classroom \*Moodle.

#### Recovery Exam

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 he/she has been evaluated on a set of activities equivalent to a minimum of two thirds of the total grade of the course. If he/she has not been evaluated of these two thirds because he/she has not presented to the tests nor released the work, he/she will obtain a grade of not evaluable seconds establishes the Regulation of evaluation of the \*EPSI, without having the possibility of appearing in the final exam of recovery.

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

In case of passing the final exam the subject and/or the delivery of the work, 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 out the document found in the space \*EPSI \*EPSI Tutoring Moodle.

Once the document has been filled in, it must be sent to the subject's faculty and to the Grade Coordination.

Revision

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.

Please consult the \*EPSI Evaluation Regulations.

Other considerations - Plagiarism

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 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 complement 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.

## Bibliography

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- Lash, S., Szerszynski, B., & Wynne, B. (1996). *Risk, environment and modernity: towards a new ecology* (1st ed.). London/New York: Sage Publications.
- Lyon, T., & Maxwell, J. (2011). Greenwash: Corporate environmental disclosure under threat of audit. *Journal of Economics & Management*. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1530-9134.2010.00282.x/full>
- Mouton, R. (2003). Deliberative democracy and environmental decisions-making. In F. scoones F-Berhout (Ed.), *New perspectives from social science* (1st ed., pp. 63-80). London.
- Ratchford Thomas, C. U. (1996). *Unesco World Science Report: Megascience. 1996*. Paris. Retrieved from <http://www.oecd.org/science/sci-tech/1905250.pdf>

## Software

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

## Language list

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

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