

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

Contact

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Teachers

(External) Andreu Joan Martínez

Teaching groups languages

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

Prerequisites

No able.

Objectives and Contextualisation

Targets

- Know first hand, and in a training and university environment, the public safety system of the Spanish State, its structure and competencies. It will serve students to understand how, from the design of the public safety model of a country, the risk prevention mechanisms are configured. The guarantee of the rights and freedoms of citizenship is a fundamental strategy of every agent of public security. The background and evolution of the public safety system must be understood in order to be able to design and apply security public policies that are effective and guaranteed .
- Understand the historical development of the concept of security by giving students knowledge about the organization and evolution of Public Administrations and their security competencies.
- Unveil public safety systems in Spain and especially the public safety system in Catalonia.
- Analyze and know the different police systems compared.
- To specify the participation of the different police forces in the concept of public security.
- Understand the importance of coordination in public safety. To know the bodies to develop coordination in this field.
- Understand the importance and the consequences of moving a broad concept of public safety to the different disciplines that impact.
- Transmit skills for the preparation of Preventive Plans and their coordination.
- Promote preventive security and citizen participation.

Skills

- To assume the social, ethical and professional responsibility that is derived from the practice of the professional exercise.
- Generate innovative and competitive proposals in research and professional activity by developing curiosity and creativity.
- Efficiently manage technology in security operations.
- Plan and coordinate the own resources of the three big subsystems that interact in the security: people, technology and infrastructures.
- Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.
- Work in inter-institutional and interprofessional networks.
- Use the ability of analysis and synthesis to solve problems.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Efficiently manage technology in security operations.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- 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 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 different management systems to public safety.
4. Be able to adapt to unexpected situations.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
7. Identify, manage and resolve conflicts.
8. Propose projects and actions that incorporate the gender perspective.

9. Respond to problems applying knowledge to practice.
10. 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.
11. 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.
12. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
13. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
14. 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.
15. Take decision relating to the contingencies involved in managing risks in public systems.
16. Use the capacity for analysis and synthesis to solve problems.
17. Work in institutional and interprofessional networks.

Content

Contents

BLOCK 1:

- Organization and evolution of Public Administrations and their security competencies. Historical evolution. Current situation
- Principles of administrative action in matters of security. Spanish public safety systems compared.
- Regulatory legislation

BLOCK 2:

- The different police systems and their security competencies; study compared to them.
- Regulatory legislation

BLOCK 3:

- Coordination models and vertical integration. Types of coordination and coordination bodies of the public safety system in the different administrations.
- Preventive coordination. The impacts other disciplines on public safety.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	2, 3, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16
Theoric and practical clases with participation of the students	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Type: Supervised			
Tutorial with students	12	0.48	1, 5, 6, 13

Type: Autonomous

Articles and law reading. Personal study. 94 3.76 1, 2, 5, 8, 10, 11, 14, 16

Teaching language: Catalan

The first day will be the subjects, methodology, and presentation of the practical assumptions.

The program of the subject consists of 3 blocks with a total of 40 hours. A training visit is also scheduled during the month of December, related to the contents of the subject.

In the framework of these theoretical hours, exercises and other activities that are part of the continuous assessment will also be considered.

At the same time, as the theoretical explanations go ahead, students will have to do a search on a topic of those proposed in the program, and in relation to which they must deliver a written work and make a presentation to the student in the classroom

For the follow-up of the subject, the texts that the teacher indicates during the theoretical classes (articles, regulations, jurisprudence, etc.) must be read.

Both the research work and the proposed exercises, such as the reading of texts, form part of the hours that the student will have to work independently, although, for the follow-up and resolution of doubts, 'timely supervision through debates forums, the virtual campus and permanent communication through email.

Tutorials with the teaching staff will be arranged by email.

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
Individual theoretic and practical test. exercises and/or written, and/or speaking test in order to value the knowledge acquired by the student.	40%	0	0	1, 2, 3, 5, 7, 9, 10, 11, 12, 13, 14, 16
Presentation of researches and homework of the student.	60%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

Continuous Evaluation

The evaluation criteria of the course are 2:

(a) 2 written tests (type test and case study; one for block 1 and another for blocks 2 and 3). Equivalent to 40% of the final grade.

b) 2 research papers (one for block 1 and another for blocks 2 and 3). It is equivalent to 60% of the final grade. It is, therefore, a continuous evaluation.

The computation of the result of the two evaluations will give the final grade for the course (it is summative and progressive).

The description of the evaluation of each test is as follows:

a) Written test: which will be worth a total of 4 points (40% of the final grade):

- 2 written tests type test of 20 questions (each one worth 1 point and in total 2 points).

- 2 case studies with 2 questions each (each case is worth 1 point, and a total of 2 points).

b) Research work is worth 60% (paper and presentation) must do 2 papers, one for block 1 and another for blocks 2 and 3.

Each paper is worth 30% or three points of the final grade, if the 2 research papers are done satisfactorily, it is worth 6 points of the final grade).

Single Evaluation

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (40%) and will hand in or be evaluated on the research work of the course (60%).

The date for this test and/or the deliveries of the subject will be the same scheduled in the timetable for the 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 repeating 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.

Recovery Exam

In case of not passing the course according to the above mentioned criteria (continuous evaluation), a recovery test may be taken on the date scheduled in the timetable, which will deal with all the contents of the program.

This test will consist of a multiple-choice exam of 40 questions (equivalent to a maximum of 4 points) and a practical case with 3 questions to develop (equivalent to a maximum of 6 points).

To participate in the recovery of the student must have been previously evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the subject. However, the grade that will be recorded in the student's record is a maximum of 5-Approved.

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

Changing the 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 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.

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.

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

If there are supervening circumstances that prevent the normal development of the subject, the faculty may modify both the methodology and the evaluation of the subject.

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.

Bibliography

Bibliography:

- Aguado i Cudolà, Vicenç: "Derecho de la Seguridad Pública y Privada", ed. Aranzadi, Navarra, 2007.
- Barcelona Llop, J. : "Police and Constitution, Ed. Tecnos, 1997.

- Gonzalo Jar, Couselo: "Comparative models of police", ed. Dykinson, S.L., 2000

Documents you will find on the internet:

- Díaz Villalba, LM: "Reflections on the evolution of the concept of Security" at: <http://revistas.javeriana.edu.co/sitio/papelpolitico/admin/upload/uploads/9%20reflexiones.pdf>
- Framework Document 05/2011: "The evolution of the concept of Security" (June 2011). Spanish Institute of Strategic Studies. Ministry of Defense. http://www.ieee.es/Galerias/fichero/docs_marco/2011/DIEEEM05-2011EvolucionConceptoSeguridad.pdf
- Guillen Lasiera, F: "Police and Security Models"; Doctoral thesis, UAB, 2015. <https://www.tdx.cat/bitstream/handle/10803/291813/fgl1de1.pdf?sequence=1&isAllowed=y>
- E. Soto Silva, "Elements for the elaboration of a book of National Defense. Comparative analysis of white papers and strategies of national security of European and continental countries", Journal of Studies in International Security, Vol. 2, no. 2, (2016), pp. 57-100. DOI: <http://dx.doi.org/10.18847/1.4.4>
- María del Carmen Girón Tomás: "The law of national security in Spain: the security of the countries in international key. Analysis of the law of national security in Spain like law of integral security", in Notebooks of Strategy 313, Ministry of Defense. <http://revista.ieee.es/index.php/ieee/article/view/313>
- Arteaga Martín, Félix (2008) The reform of the security sector: proposal in its incardination in the Spanish policy of defense, in the work "The reform of the security sector: the nexus between the security, the development and the good government" VVAA, Strategy Notebooks 138, Ministry of Defense. http://www.ieee.es/Galerias/fichero/cuadernos/CE_138_Reforma_Sector_Seguridad.pdf

Websites of interest:

- o Spanish Constitution <http://www.congreso.es/consti/>
- o Ministry of the Interior. Spain. <http://www.interior.gob.es/es/web/interior/el-ministerio>
- o Institute of Public Security of Catalonia: <http://ispc.gencat.cat/ca/>

International organizations:

- www.interpol.int
- www.europol.net
- www.eurojust.europa.eu/net
- www.cepola.net
- www.frontex.europa.eu
- <https://es.wikipedia.org/wiki/Interpol>
- <https://es.wikipedia.org/wiki/Europol>
- <https://es.wikipedia.org/wiki/Eurojust>
- https://es.wikipedia.org/wiki/Escuela_Europea_de_Polic%C3%ADa
- <https://es.wikipedia.org/wiki/Frontex>

Cooperació policial. Fitxes tècniques sobre la Unió Europea. Parlament Europeu:

http://www.europarl.europa.eu/aboutparliament/es/displayftu.html?ftuid=ftu_5.12.7.html

Statistics of Interior Department:

http://interior.gencat.cat/ca/el_departament/estadistiques_del_departament_d_interior/

Software

It's not a requirement

Language list

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