

Methodology for Writing Projects I

Code: 103994
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502501 Prevention and Integral Safety and Security	OB	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-requirements

Objectives and Contextualisation

"Methodology for the writing of projects (I)" is the first subject of the subject called "Project" that develops throughout the first three courses of Degree of prevention and integral security. Therefore, it has a function of introduction and initial explanation and is a subject on which subsequent knowledge should be based. The subject "Methodology for writing projects (I)" has a conceptual part, explains what a project is, and how it is structured, and gives the tools to improve the writing of texts and introduce -to the world of research, but also has an important practical aspect, which translates into the writing of texts and the development of a script-memory of a project of medium difficulty. To study profitably "Methodology for the writing of projects (I)" it is not necessary to have previously passed any subject, but it is certainly recommended to review the previous knowledge of writing and commenting on texts, but also knowledge at the office level.

Training objectives

- Become familiar with how to work through projects.
- Assume the most frequent structure guidelines of the script-memory of a project.
- Provide the necessary tools to improve the writing of texts, so that it can be applied to the writing of projects.
- Start in the scientific method and know the implications of the research.
- Make it possible to begin to write a script-memory of a project with a level of difficulty that is not high

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.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.

- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Identify the resources necessary to respond to management needs for prevention and integral security.
- 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 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. Carry out scientific thinking and critical reasoning in matters of preventions and security.
4. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Design a project applied to integral security and prevention in an organisation.
7. Design and implement recovery plans following disasters and mechanisms for contingencies.
8. Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
9. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
10. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
11. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
12. Propose new methods or well-founded alternative solutions.
13. Propose projects and actions that incorporate the gender perspective.
14. Propose viable projects and actions that promote social, economic and environmental benefits.
15. Respond to problems applying knowledge to practice.
16. 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.
17. 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.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

20. 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.
21. Use the capacity for analysis and synthesis to solve problems.
22. Work and learn autonomously.

Content

Theoretical Part

Topic 1.- The scientific method and sources of information in the academic field

- The scientific method applied to the social sciences: falsifiability and reproducibility
- The sources of information in the academic field.
- Citation rules. The plagiarism

Topic 2.- Planning: conceptual precisions

- Differences between plan, program, project, activity and task
- The types of projects

Topic 3.- Life cycle of a project

- Phases of a project: vision of different timing proposals
- The different documents of a project throughout its life cycle

Topic 4.- Structuring the script-memory of a project

- The methodology applicable to the preparation of the script-memory of a project: the Logical Framework Approach (LFA)
- Structure and most usual sections of the script-memory of a project of medium difficulty
- Practical part

Topic 5.- Computing applied to projects

- Citation computer tools
- Microsoft Excel: generation of budgets and simple graphics
- Microsoft Word: advanced notions of documents

Unit 6.- Drafting applied to the projects

- The organization of the data of a text: structuring of writing and argumentation techniques.
- plain language
- Writing advice for the script-memory of a project

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	
Video Class	12	0.48	

Type: Supervised

Tutorials to support the realization of practical and theoretical work	24	0.96
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Type: Autonomous

Personal study, reading articles and preparing class work	110	4.4
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Teaching language: Spanish

"Methodology for writing projects (I)" combines different learning tools, such as online theoretical classes, the resolution of practical cases related to different areas of comprehensive security (civil protection, social field, business field), and the new tools offered by Information and Communication Technologies (ICT).

In each session, the faculty offers an explanation of the theoretical contents and seeks the active participation of the people present through the formulation of questions and considerations that allow generating a fluid and constructive debate. The rapid resolution of specific cases is also offered to reinforce learning immediately and facilitate the review of the contents at home.

This methodology allows students who attend all classes to make an important learning effort directly in the virtual classroom, thanks to active participation and collaboration with the other people present. In this way, the class becomes familiar with different types of current texts (planning documents, documents from the media, international, European, state, regional and local authorities, among others) and strengthens the professional skills of the students who already work in the comprehensive security sector.

The incorporation of ICT is guaranteed thanks to the use of multimedia content during theoretical classes and resolution of practical cases, the use of the Virtual Campus for classes, supervision tutorials, debates and discussion forums. At all times, the gender perspective is a pivotal factor in the course: the use of plain language is encouraged, sources published by authors are consulted, the role of women in science and the role of some groups of women in science are highlighted. field of security.

This combined methodology makes it possible to guarantee learning not only of basic skills, but also of specific skills such as E09, related to the ability to plan and coordinate the resources of the security subsystems: people, technologies and infrastructures; general competencies such as G04, on professional performance sensitive to inequalities for reasons of sex or gender; and transversal competences, such as T01 on the development of scientific thought and critical reasoning in prevention and comprehensive security issues.

It is important to mention that the main objective of the video classes is to resolve the doubts related to the syllabus, therefore it is essential to prepare the topics before each session.

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 exercises	80%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
Exam	20%	0	0	2, 3, 4, 5, 8, 9, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22

Continued evaluation

The evaluation system will consist of the completion of four individual online tests, set on the Virtual Campus, and the completion of the individual face-to-face final exam.

First test: 20% of the grade

Citation styles, plain language and argumentation techniques.

Second test: 20% of the grade

Project planning and logical framework approach.

Third test: 20% of the grade

Project matrix, flat language and logical framework approach.

Fourth test: 20% of the grade

The work must have a grade of 5 to be able to add to the continuous assessment and pass the subject. It consists of the writing of a script memory of a project.

Final exam: 20% of the grade

The exam must have a grade of 5 to be able to add to the continuous assessment and pass the subject. The content covers all the major areas of the syllabus already assessed in the previous tests.

The grade to pass the continuous assessment will be the weighted result of these four elements, provided they meet the minimum grades required to add up. To pass the continuous assessment, this average must be 5 or higher.

Single Evaluation

Students who opt for the single evaluation option will take a final synthesis test of the entire content of the subject (50%) and will have to submit individually the writing of a the project script memory (50%). In order to pass the course, the minimum grade of the project script memory must be 5.

Anyone who intends to opt for this evaluation option should contact the professor before the Christmas holidays, to obtain the approval of the topic chosen for the writing of the script memo of the project. No delivery will be accepted that has not been previously agreed with the professor.

The date for this test and the handover of the project memo script will be the same as scheduled for the ongoing evaluation system, highlighted before.

The same recovery system as for the ongoing evaluation option shall be applied.

Assessment of students in second call or more

Students who repeat the course will have to take the scheduled tests and exams and hand in the individual work on the script memo on the dates indicated in the Moodle classroom. All repeating students are advised to contact the professor before the end of September.

Recovery evaluation system

Students who fail the subject may take a final exam provided that they have been assessed in a set of activities equivalent to at least two thirds of the total grade of the subject: that is, in order to be eligible for recovery, they must have completed the script-memory work and three other individual tests.

If you have not been assessed by these two thirds (which must include the writing of the memo script) because you have failed to take the exams, you will receive a grade of Not Presented, without being able to take the final recovery exam.

In this examination, all the contents of the subject that have not been passed in the continuous assessment will be re-evaluated.

In case of passing the final exam, the subject will be passed 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 assessment date must submit the request by filling out the document in the Moodle Tutoring EPSI space.

Once completed, the document must be sent to the faculty of the subject and to the coordination of the Degree.

Review

At the time of each assessment activity, teachers will inform students of the mechanisms for reviewing grades.

For single assessment students the review process will be the same.

Other considerations

Without prejudice to other disciplinary measures that may be 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 assessment act, this assessment act will be graded with a 0 regardless of the disciplinary process that may be instructed. in the event that several irregularities occur in the assessment acts of the same subject, the final grade of this subject will be 0".

If circumstances occur that prevent the normal development of the subject, teachers may modify both the methodology and the assessment of the subject.

Plagiarism

If circumstances occur that prevent the normal development of the subject, teachers may modify both the methodology and the assessment of the subject.

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

The professor responsible for the subject will make available to the students, through the Aula Moodle, teaching materials to prepare the various subjects of the subject. It is also advisable to consult the following bibliography of the subject (cited below in the APA 6th Edition style):

Cassany, D. (2007). *Esmolar l'eina: Guia de redacció per a professionals*. Barcelona: Editorial Empúries

Cassany, D. (2008). *La cuina de l'escriptura*. Barcelona: Editorial Empúries.

Mille Galán, J. M. (2008). *Manual bàsic d'elaboració i avaluació de projectes*. Barcelona: Ajuntament de Barcelona.

UVic (2016), *Guía para elaborar citas bibliográficas en formato APA*, UVic Biblioteca, disponible en https://www.uvic.cat/sites/default/files/altres_a2016_guia_elaborar_citas.pdf

Link to APA norms 2021: <https://normas-apa.org/etiqueta/normas-apa-2021/>

Link to differences between APA 6th and 7th Edition: <https://normasapa.in/>

Recommended readings:

Observatory on Women and Security: <https://www.mujeryseguridad.es/>

World Bank (2022), We need more girls and women in science. What are three ways in which we can support them?, available at <https://blogs.worldbank.org/education/we-need-more-girls-and-women-science-what-are-three-ways-which-we-ca>

Software

Students are expected to have basic knowledge on the use of the most common computer programs for searching information on the Internet, and for the elaboration and edition of texts, tables, and charts.

Language list

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