

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

## Contact

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## Teaching groups languages

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

## Prerequisites

This subject does not have any pre-requirement

## Objectives and Contextualisation

The educative objectives of the course will be specified in the following:

- Develop a TFG following a work planning process in a clear, correct, cohesive, coherent and fluid manner, with an appropriate style and with a logical and formal structure.
- Assess, argue and correctly transfer the information in writing.
- To produce knowledge in a structured manner, with a clear discourse.
- To understand and master the language of the specialization in prevention and integral safety and security.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Efficiently manage technology in security operations.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Have a general understanding of basic knowledge in the area of prevention and integral safety and security.
- Identify the resources necessary to respond to management needs for prevention and integral 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.

- Plan and coordinate the resources of the three large subsystems that interact in questions of security: people, technology and infrastructures.
- 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. Apply basic risk management techniques.
4. Carry out scientific thinking and critical reasoning in matters of preventions and security.
5. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
6. Critically analyse the principles, values and procedures that govern professional practice.
7. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
8. Identify the key elements in processes to define the security policies of organisations.
9. Identify the resources necessary for managing security, the environment, quality and social corporate responsibility.
10. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
11. Know how to communicate and transmit ideas and result efficiently in a professional and non-expert environment, both orally and in writing.
12. Make efficient use of ITC in the communication and transmission of results.
13. Propose new methods or well-founded alternative solutions.
14. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsibilities, diversity and values democráticos.
15. Propose projects and actions that incorporate the gender perspective.
16. Propose viable projects and actions that promote social, economic and environmental benefits.
17. 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.
18. 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.
19. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
20. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
21. 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.
22. Use the capacity for analysis and synthesis to solve problems.
23. Work and learn autonomously.

## Content

This is a project in which the student will have to do an investigation on a relevant subject in matters of prevention and integral security, agreed with the tutor of the same.

It must be an issue that is original, relevant, linked to one of the disciplines or area of knowledge of the degree in prevention and integral security. That it integrates knowledge and skills of the degree, that is, competences that the student has learned.

### **Formals Standards**

Approximate length of 14.000 words. Cover, index, summary, acknowledgments and annexes are not included in the 14,000 words

Use the Times New Roman character font numb. 12, and for the footnotes, citations and examples, the numb. 10.

Alineació justificada i Interlineat 1.5.supe

Margins. Superior: 3 cm; Inferior: 3 cm; Interior: 3.5 cm; Exterior: 3.5 cm

Languages. Catalan-Spanish-English.

### **TFG Structure**

The work must be structured in accordance with the following recommendations. The student can incorporate variations to this structure but it is mandatory to include all the elements that are contemplated in the proposed one.

Cover	It must contain the following elements compulsorily: <ul style="list-style-type: none"><li>- Logo of the School</li><li>- Title of the work</li><li>- Work author: name and signature</li><li>- Date of completion of the work: Course 20 ../20 ..</li><li>- Name and signature of the work tutor.</li><li>- Name of the School: School of Prevention and Integral Safety and Security</li></ul>
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First page	It must contain the following elements compulsorily: <ul style="list-style-type: none"><li>- Title of the work</li><li>- Work author</li><li>- Summary (ABSTRACT): 150 words in the language of the document and in English</li><li>- Keywords: a list of defining content keywords.</li></ul>
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Second Page	Authorization document signed by the tutor
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Summary / Index	Table of contents with the titles of the sections and reference of the page number.
1.-Introduction	It shows the subject and the scope of the work, history of the topic, motivations, objectives, relevance or interest of the research, the methodology and the phases of the work carried out.
2.-Theoretical framework and state of affairs	It shows the revision of literature of reference, both in terms of more theoretical contributions and practical applications. Students must demonstrate that they know and know how to interpret the most relevant contributions in terms of their subject of study.
3.-Body of research: Methodology, research and analysis of results	This section presents the body of the research that includes the detailed methodology, the research carried out with the contrast or response to the general and specific objectives and the results obtained. The student must transform this section into one or more chapters and hold them in accordance with their search.
4.-Conclusions and implications for the sector	The main results and contributions that have been achieved with the research work, implications for the sector and, where appropriate, the possible future lines of research that can be opened or continued from this work must be collected.
5.-Bibliography and sources	List of bibliography consulted
6.-Annexes	It serves to attach materials or texts that are considered essential to understand any part of the research work or that are an essential contribution of the research done, but which are excessively long to include them in the body of the work. It is not obligatory to put annexes.

None TFG will be admitted without a careful citation

### **Cite**

The student may use the citation system that best suits his TFG while maintaining this system throughout the work.

### **Activities and Methodology**

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical and practices online sessions on the elaboration of the TFG (structure, writing, citation, etc.)	15	0.6	1, 4, 7, 11, 12, 15, 22, 23
Type: Supervised			
TFG tutor	10	0.4	1, 2, 3, 5, 6, 8, 9, 10, 13, 14, 15, 16

Tutorials with the person in charge of the subject - Queries - Moodle classroom	5	0.2	1, 2, 4, 6, 7, 10, 11, 12, 13, 14, 15, 16, 22, 23
Type: Autonomous			
Preparation. Consult bibliography. Reading materials. Drafting of the TFG	270	10.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

Teaching language: Spanish

The TFG consists of a research work supervised by a tutor.

The calendar and the list of TFG proposals made by the faculty of the Degree will be published in the Moodle classroom of the subject. This list will include the professor and the list of his/her proposals.

In case of doing the TFG with data from a company or institution, the students will have to communicate it to the TFG Coordinator to study the viability of the work.

A first space for submission will be opened where students will have to upload the request for the topic and/or tutor. Once the topic and tutor have been assigned, the student must contact the tutor to arrange the first tutorial.

Duties of the tutor:

The TFG tutor will conduct a minimum of four tutorials during the course. At the initial tutorial the tutor will agree on the topic with the student and will suggest a minimum bibliography to start working on.

The other two follow-up tutorials will serve to guide the student's work. Finally, in the last tutorial, he/she will suggest the final modifications.

It is recommended to the students, for a good follow-up of the TFG, to deliver the drafts indicated in the calendar to the tutor:

-Delivery 1: Introduction, Objectives of the TFG, Methodology and Bibliographical references. The idea is that the first delivery shows the research carried out, the bibliography consulted and the approach that the students want to give it.

-Delivery 2. First draft of the TFG where the development part of the work is already sufficiently deepened because the tutor can make the appropriate indications.

-Delivery 3. Delivery of the finished work so that the tutor can assess whether it is appropriate to authorize the formal delivery. This release is a minimum of 15 days from the final release date of the TFG in Moodle.

The tutor will have available in this Teaching Guide, available in the Moodle classroom of the subject, a monitoring sheet in which the development of the tutorials, the contents treated in them and the commitments assumed by the students will be registered. At the end of each session the tutor and the student will have to sign the content and commitments adopted.

During the monitoring of the TFG the student will develop the documentation required for the evaluation of this, which must be delivered in the Moodle space designated for it (TFG, final summary of the TFG and poster).

The TFG follow-up calendar will be published in the Moodle classroom of the course.

Students must attend the face-to-face sessions scheduled in the timetable available on the School's website. In these sessions, emphasis will be placed on methodology, editing, research and citation issues.

A session will be reserved to explain and clarify doubts about the elaboration of the Poster.

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
Defense of TFG	20%	0	0	1, 4, 7, 11, 12, 15, 22, 23
Final tutoring report	70%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
Poster	10%	0	0	1, 2, 4, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23

Within the deadline foreseen in the calendar, students must submit the TFG, with the authorization of the tutor in the open space in the Moodle classroom of the subject. To avoid possible incidences, they will also have to send it by e-mail to the teacher responsible for the subject. Within the deadline, the tutor of the TFG will have to submit an evaluation report in which a quantitative and qualitative assessment of the work done by the student will be made, according to the document that the professor responsible for the TFG will make available and to which the monitoring sheet will be added.

Students must upload the document of Original Work Commitment in the open space for the submission of the TFG. Without this document the TFG will not be graded.

The maximum evaluation with which the tutor can grade the TFG is 10, taking into account that the final weight of the grade is 70%.

Students will elaborate an Abstract and a Poster that will be delivered together with the TFG in the Moodle classroom (10%).

All students will defend their TFG before the Evaluation Committee (20%).

The Evaluation Committee will evaluate the Abstract and the Poster that the student will elaborate, as well as the oral presentation.

The TFG defense calendar will be published in the Moodle classroom with the date, time, and place of the defense.

Failure to submit the TFG on the indicated date will result in a "Not Evaluable".

#### Recovery

If the student obtains a grade of 4 or less than 5, the possibility of recovering the TFG may be offered. The recovery will consist of making the modifications that may allow the student to pass the work in the September call. If approved, the maximum grade will be a 5. The recovery may be suspended and in this case the student will have to register for the TFG again in the following academic year. If a grade lower than 4 is obtained, the student will not be able to recover the TFG and will have to re-enroll in the subject the following academic year.

#### Exceptional calls

FEBRUARY CALL. Only for students who are ready to finish their studies in the February call.

SEPTEMBER CONVOCATION. Exceptionally, the TFG may be submitted in September, always in agreement with the tutor and the coordination of the TFG.

If the TFG tutor fails the TFG, the student has the possibility of an ordinary review, by the same tutor. Likewise, students may request an extraordinary review through the mechanisms provided for in the academic 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 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 instituted. In case of several irregularities in the evaluation acts of the same subject, the final grade of this subject will be 0".

If during the correction of the TFG there are indications that it has been done with answers assisted by artificial intelligence or by third parties, the tutor may complement the activity with a personal interview to corroborate the authorship of the text.

## Bibliography

Consultable through the Moodle space of the subject.

Specific bibliography recommended by each tutor.

Information about citation resources:

How to cite and prepare the bibliography

<https://www.uab.cat/web/estudia-e-investiga/como-citar-y-elaborar-la-bibliografia-1345733232823.html>

Support for academic work

<https://www.uab.cat/web/estudia-e-investiga/apoyo-a-los-trabajos-academicos-1345733232888.html>

<https://www.uab.cat/web/estudia-e-investiga/apoyo-a-los-trabajos-academicos/-como-elaborar-el-tfg-o-tfm-/mas-i>

UNIR. (2022). Citas y referencias según normativa APA (adaptación de la 7.ª ed.)

[https://bibliografiaycitas.unir.net/documentos/APA\\_7ed\\_UNIR.pdf](https://bibliografiaycitas.unir.net/documentos/APA_7ed_UNIR.pdf) [Consultado el 3 de marzo de 2023]

Ruiz de Luzuriaga, M. (2020). Guía para citar y referenciar. Estilo APA 7ª Edición.

[https://www2.unavarra.es/gesadj/servicioBiblioteca/tutoriales/Estilo\\_APA\(7aEd\).pdf](https://www2.unavarra.es/gesadj/servicioBiblioteca/tutoriales/Estilo_APA(7aEd).pdf) [Consultado el 3 de marzo de 2023]

Benito, R. (2022). Guía para elaborar citas bibliográficas en formato APA 7ª edición: Edición en español: septiembre de 2022. Basada en el Manual de publicaciones de la American Psychological Association. Universitat de Vic

[http://dspace.uvic.cat/xmlui/bitstream/handle/10854/71133/altres\\_a2022\\_guia\\_elaborar\\_citacions\\_2a%20ed\\_esp.p](http://dspace.uvic.cat/xmlui/bitstream/handle/10854/71133/altres_a2022_guia_elaborar_citacions_2a%20ed_esp.p)

Benito, R. (2022). Guia per elaborar citacions bibliogràfiques en format APA 7a edició: 2a ed. revisada i ampliada: setembre 2022. Basada en el Manual de publicaciones de la American Psychological Association. Universitat de Vic.

[http://dspace.uvic.cat/xmlui/bitstream/handle/10854/71130/altres\\_a2022\\_guia\\_elaborar\\_citacions\\_2a%20ed\\_cat.p](http://dspace.uvic.cat/xmlui/bitstream/handle/10854/71130/altres_a2022_guia_elaborar_citacions_2a%20ed_cat.p)

Blanch, S., Pérez, E. i Silvente, J. (2016). Com citar i referenciar en els textos acadèmics i científics. Bellaterra: Dipòsit Digital de Documents de la Universitat Autònoma de Barcelona. Recuperat de [https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf)

Plagiarism

El Plagi: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_1\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_1_01.html)

El Plagi Acadèmic: [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Plagi: <http://www.diccionari.cat/lexicx.jsp?GECART=0105037>

## 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
(TE) Theory	2	Spanish	first semester	afternoon