

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

## Contact

Name: Miguel Angel Serrat Julia

Email: miguelangel.serrat@uab.cat

## Teachers

(External) Júlia Serrat: Sociòloga d'empresa, experta en Polítiques d'Igualtat i Assetjament laboral

(External) Pol Hernández (Graduat en Prevenció i Seguretat Integral)

## Teaching groups languages

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

## Prerequisites

This subject has no prerequisites

## Objectives and Contextualisation

Since the Law of PRL 31/1995 was promulgated, RD 39/1997 of Prevention Services and its subsequent partial modifications, has been provided from different universities and approved entities most of the technical training necessary to train professionals of the sector of the prevention of labor risks and to be able to develop its functions as basic, intermediate and superior technicians in prevention of occupational risks and in the different technical disciplines (Safety, Industrial Hygiene, Ergonomics - Psychosociology) and medical discipline (Occupational Medicine).

In most of these technical formations, students are not being offered any type of guidelines that affect the importance of managerial, leadership and management skills. In order to run a prevention company, whatever its modality (SPA, SPP or SPPM) or a department of a preventive organization must have a perspective and management knowledge that allows a competent, efficient and effective management of the company and the project that is led.

These mentioned managerial and management skills must provide a global vision of the operation and functions of the company and a mastery of the main activities that every director, leader or manager must perform: planning, managing, organizing and directing.

In the development of this subject, the necessary tools will be provided so that the prevention expert can direct and lead his own prevention or third party company. With this knowledge and tools it will be possible to guarantee that the student has sufficient knowledge to manage the organization or department with maximum efficiency, in coordination or integration with the other existing departments in the prevention company.

The general objective of this course is to prepare the student for the direction and management of the prevention of occupational risks in an external prevention service or own of a business organization and in particular:

Know the functions of an expert in the direction of prevention services.

Know and analyze the problems of the limits and scope of the direction of the prevention services.

Know the difference between the role of the expert in the direction of prevention services in organizations, risk management technicians and expert PRL experts.

Know the process of LEADERSHIP the different departments of prevention services in organizations and tools to ensure a healthy management of equipment.

Know the activities that the expert in the direction of prevention services in organizations must coordinate with other professionals in risk prevention.

Know the legal and ethical principles of the management of prevention services in organizations.

Know the structures of companies and industries and their relationships with the direction of prevention services in organizations.

Know the public entities of surveillance and control of risk prevention and direction of the prevention services in the organizations of the country.

Know the legislation and specific regulations that affect the functions of the expert in the direction of prevention services in organizations.

Know the specific techniques that should be mastered by the expert LIDER in the direction of prevention services in organizations.

Know communication techniques for the direction of prevention services in organizations.

Know the basics of quality and environmental management systems.

Know the structure of decision-making, technical and participation bodies in the direction of prevention services in organizations.

Know the negotiation techniques.

Know the innovation techniques in the direction of prevention services in organizations, mainly in the psychosocial aspect.

Know the advanced techniques of project evaluation and audits in the direction of prevention services in organizations.

Know the associated regulations and have sufficient technical knowledge to evaluate the risk of the investment and propose corrective measures.

Know the measures of action in crisis situations (occupational accident, occupational disease, etc.).

Know the format of the expert technical experts that can be requested as an expert by the courts or by lawyers' offices

Therefore the general objective of this training is to prepare the student for the leadership and for the management and management of the prevention of occupational hazards in a prevention service proper to or

outside of a business organization with expert training. Provide students with a highly specialized management training linked to the current professional practice of a manager. Transmit management and management skills necessary to provide a global vision of the functioning and functions of the prevention company, be it own or by itself. The student will acquire the necessary tools to become an expert in prevention and can manage his company or another for his own account, effectively. Provide the students with the tools that allow them to define, establish and maintain a prevention management system that guarantees and makes the prevention of the company profitable. Master the main activities that every director, business leader or manager has to do: plan, manage, organize and direct.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Carry out analyses of preventative measures in the area of security.
- Communicate information, ideas, problems and solutions to both specialised and non-specialised publics.
- 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, 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 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 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 systems of responsibility and management models particular to models of labour risk prevention management.
4. Be able to adapt to unexpected situations.
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 most common labour risk factors.
9. Identify, manage and resolve conflicts.
10. Implement and evaluate a plan for labour risk prevention in an organisation.
11. Propose new methods or well-founded alternative solutions.
12. Propose projects and actions that incorporate the gender perspective.
13. Propose viable projects and actions that promote social, economic and environmental benefits.
14. Respond to problems applying knowledge to practice.
15. 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.
16. 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.
17. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
18. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
19. 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.
20. Use the capacity for analysis and synthesis to solve problems.
21. Work in institutional and interprofessional networks.

## Content

Introduction to the Preventive Services models. Preventive modulation and the type of Prevention Service.

Alien Prevention Service Directorate. PRL Technical exclusive and PRL Specialities.

FOREIGN PREVENTION SERVICE MANAGEMENT as a service company

LEADERSHIP AND DECISION-MAKING DIRECTIVES

Organization, management and leadership. Definition and approaches

Leadership of departments, projects and prevention services

Handling of raw and foreign emotions (positive and negative emotions)

Team Motivation

Business and Directive

TECHNICAL DIRECTORATE-GENERAL for PREVENTATIVE services from a technical-legal perspective

PERSONAL AND MANCOMMUNAL SERVICES MANAGEMENT

The Directorate of Prope Prevention Service and Mancomunat Prevention Service.

The Directorate of the preventative service: SPP and SPPM technical and human requirements.

Inspections

Criminal, civil and administrative responsibilities of the SPP and SPPM.

Internal, External and Legal Auditories.

## TRANSVERSE WORK

### Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Video Theoretical classes with the active participation of the students	16	0.64	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Type: Supervised			
Tutorials to support the realization of practical and theoretical work	24	0.96	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Type: Autonomous			
Individual study	110	4.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

Teaching language: Spanish

The methodology of this allocation will be based on a dynamic and participatory model. Students will have to study the subjects by requiring reading of the materials to be offered, they will have to participate in written discussion forums and video classes.

Development, study, compulsory and recommended bibliographic reading, as well as out-of-table exercise resolution will also occupy a significant part of the learner's dedication time to the subject.

During the six months, a cross-cutting exercise will be carried out, which will be explained in detail during the first part-sessions of this subject.

It is important to mention that video-classes have as their main goal the question of the theme, so it is necessary 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

#### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment: final written test	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 assessment: Resolution and delivery of practical cases solved in the classroom: Resolution and delivery of individual works posted on the MOODLE. Mandatory reading of the book referring to the bibliography.	20%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
Transversal work	30%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21

#### ONGOING EVALUATION

4 individual/group PECs corresponding to the topics studied in the subject will be performed.

30% corresponds to cross-cutting work

20% PAC's

50% final exam

The exam averages the continued evaluation regardless of the grade obtained/as long as a minimum of 3.5.

The total weighted average must be 5 points or higher to be approved.

#### SINGLE EVALUATION

Students who opt for the single assessment will perform a final synthesis test of all subject content (50%) and submit a document containing the solutions to the 2 subjects (10% each) and a cross-cutting work (30%).

The date for this assessment and submission of the assignment's work will be the same as scheduled in the schedule for the last continuous assessment exam.

The same recovery system will be applied as for continuous evaluation.

#### ASSESSMENT OF STUDENTS IN SECOND OR MORE CALLS

Students who repeat the subject must perform the scheduled tests and exams and submit the work of the subject at the dates indicated in the classroom Moodle.

#### RECOVERY EXAM

A pupil who does not exceed the subject, who does not reach 5 (total) out of 10, in accordance with the criteria laid down in the two previous sections, may submit to a final examination provided that the student has been assessed in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total

qualification of the subject. If it has not been assessed by these two third parties for not having submitted to the tests, it will obtain a qualification of Not Presented, without having the possibility to submit to the final recovery examination.

This examination will re-evaluate all the contents of the subject that have not been exceeded in the ongoing evaluation.

If the final exam is passed, the subject will be approved by a maximum of 5 regardless of the mark obtained in the exam.

#### CHANGE THE DATE OF A TEST OR EXAM

Students who need to change an assessment date must submit the request by filling in the document in the Tutorization Moodle EPSI space.

Once the document has been completed, it must be sent to the assignee teacher and to the Grade Coordination.

#### REVISION

At the time of each evaluation activity, the teacher will inform the student of the mechanisms for reviewing the qualifications.

For the single evaluation students, the review process will be the same.

#### OTHER CONSIDERATIONS

Without prejudice to other disciplinary measures that are deemed appropriate, and in accordance with the current academic regulations, "in case the student performs any irregularities that may lead to a significant variation in the rating of an assessment act, this evaluation act will be rated at a 0, regardless of the disciplinary process that may be instructed. In the event of several irregularities in the evaluation acts of the same subject, the final qualification of this subject shall be 0".

If you have indications during correction that an activity or work has been performed with artificial intelligence-assisted answers, the teacher can supplement the activity with a personal interview to corroborate the authorship of the text.

If circumstances occur that prevent the normal development of the subject, the teacher will be able to modify both the methodology and the assessment of the subject.

If you have indications during correction that an activity or work has been performed with artificial intelligence-assisted answers, the teacher can supplement the activity with a personal interview to corroborate the authorship of the text.

*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**

Bibliography to work it during the course:

LIDERANDO EL ¿BIENESTAR? LABORAL: ORDEN O CAOS. Autor: Dr Miquel Àngel Serrat. Editorial BOSCH EDITOR 2021

Bibliography recommended:

Llei 31/1995, de 8 de novembre, de prevenció de riscos laborals. BOE núm. 269, de 10 de novembre de 1995.

LEY 54/2003, de 12 de desembre, de reforma del marc normatiu de la prevenció de riscos laborals.

Reial decret 39/1997, de 17 de gener, pel qual s'aprova el Reglament dels serveis de prevenció. BOE núm. 27, de 31 de gener de 1997.

Rd 171/2004

Altres Lleis i RD relacionats amb la Seguretat, Higiene, Ergonomia i Psicosociologia

Diferents notes tècniques de prevenció (NTP) i normes UNE relacionades.

Enllaces registre dels serveis de prevenció aliens de Catalunya

<http://www20.gencat.cat/portal/site/empresaiocupacio/menuitem.7c312755b8c91fe0a6740d63b0c0e1a0/?vgnext>

Enllace Acreditació de entitat especialitzada com a servei de prevenció aliè

<http://www20.gencat.cat/portal/site/OVTE/menuitem.a2d16f71d01ae7dc6e4a83bdb0c0e1a0/?vgnextoid=388537>

## Software

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

## Language list

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