

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 subject objectives are to aim at a reflection of some of the primary objectives of the degree. Students must apply their knowledge, conceptual and normative, to the management of the so-called Private Security Sector, security companies and private security personnel, knowing and distinguishing the different types of services that can be presented to users , public or private, and the functions and limits of the professional attributions attributed to the different professional categories.

This will form the basis from which the student will have the adequate baggage to formulate proposals for quality of service within private security, always taking into account the regulatory framework and the needs of private security consumers.

Know the concepts and regulatory framework of public safety and private security.

Understand the bases for the provision of private security services.

Familiarize oneself with private security legislation.

Distinguish the functions attributed to the Security Forces and Bodies, and the services and activities that, in a complementary and subordinate manner, can be provided by private security operators.

Achieve a competence level suitable for the theoretical and regulatory content that allows the professionals of the Degree, to relate and coordinate with technicians in this field.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply the legal regulations governing the sector of prevention and integral security.

- Be able to adapt to unexpected situations.
- Carry out analyses of preventative measures in the area of security.
- Efficiently manage human resources.
- 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.
- 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 situation and identify the points that are best.
2. Apply the rules of professional practice for private security and private research.
3. Be able to adapt to unexpected situations.
4. Critically analyse the principles, values and procedures that govern professional practice.
5. Diagnose the situation of integral security in companies and organisations.
6. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
7. Identify, manage and resolve conflicts.
8. Plan and manage prevention and security in accordance with the prevailing legislation applicable in the sector.
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. Select the minimum resources for efficient risk management.
14. 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.
15. 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.
16. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
17. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
18. 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.
19. Use the capacity for analysis and synthesis to solve problems.
20. Work in institutional and interprofessional networks.

Content

1. Content

1. The Department of Security
 - 1.1. Fit within the organization
 - 1.2. Creation of the Security Department
 - 1.3. Duties of the Security Director
 - 1.3.1 Objectives
 - 1.3.2 Internal organization chart
 - 1.3.3 The Security Manager
2. Management of the security department
 - 2.1 Economic Management
 - 2.2 Operational management
3. The Security Master Plan (PDS)
 - 3.1 Content of the Safety Master Plan
 - 3.2 Physical Security Plan
 - 3.2.1 Human Resources
 - 3.2.2 Technical means
 - 3.2.3 Protocols and Procedures of the Comprehensive Security Plan
4. The Private Security company
 - 4.1 The hiring
 - 4.2 Quality of service
 - 4.3 Document management
 - 4.4 Organization of the security company
 - 4.5 The Security Guards
5. Leadership and team management
 - 5.1 Leadership: The leader
 - 5.2 The hierarchy: The command
 - 5.3 Team Management
6. Superior Regulation
 - 6.1 National Security Law
 - 6.2 Civil Protection Law
 - 6.3 Law for the Protection of Critical Infrastructures
7. Operational intelligence
 - 7.1 Cycle of Operational Intelligence
 - 7.2 Planning and Direction
 - 7.3. Harvest
 - 7.4. Analysis and Production
 - 7.5. Diffusion
8. Collaboration with the Security Forces and Bodies
 - 8.1 Normative regulation
 - 8.2 Public Security cooperation programs
 - 8.3 RED AZUL Program of the National Police
 - 8.4 COOPERA Program of the Civil Guard
 - 8.5 Cooperation program of the Mossos d 'Escuadra
 - 8.6 Ertzaintza cooperation program

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed		
Videoconference with the active participation of the students	6	0.24
Type: Supervised		
Discussion forums, resolution of practical cases and tests. Tutorials and videoconference sessions	24	0.96
Evaluation	4	0.16
Type: Autonomous		
Resolution of practical cases. Realization of works Personal study	116	4.64

Teaching language: Spanish.

Considering that the modality of the class is Online, with the aim of achieving the learning objectives described in this Guide, we will develop a methodology that combines the individual study from the Manual, and the readings that will be presented in each topic.

The tutorials with the teaching staff will be arranged by email.

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
Works and exercises carried out by the students. PEC 1	25%	0	0	1, 3, 4, 6, 7, 9, 10, 11, 12, 19, 20
Works and exercises carried out by the students. PEC 2	25%	0	0	1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 19, 20
Written and / or oral tests that allow to value the knowledge acquired by the student.	50%	0	0	2, 5, 8, 13, 14, 15, 16, 17, 18

The evaluation system will follow the "continuous assessment" model and will consist of 2 exercises and a final test.

Continuous evaluation tests (50%) (CET1 y CET2)

It will consist of two practical exercises about the subject related to the content of the subject. Its realization will be carried out, based on the manual of the students and may be supplemented with documentation of the basic bibliography or with another reference that will be cited in the exercises.

They will consist of two Continuous evaluation tests of 25% weight each.

Face-to-face examination (50%) (individual test)

It will consist in the realization of a test to be done in person at the School.

To be able to compute as a continuous evaluation, a minimum score of 3.5 must be obtained, in each exercise or test.

In case of not passing the subject according to the aforementioned criteria (continuous evaluation), a recovery test may be done on the date scheduled in the schedule, and it will cover the entire contents of the program.

Single Assessment

Students who opt for the single assessment will take a final synthesis test of all the content of the subject (50%) and will deliver the subject work (50%) The date for this test and the delivery of the course work will be the same scheduled in the schedule for the last continuous assessment exam. The same recovery system will be applied as for the continuous evaluation.

Evaluation of students in the second call or more

The students who repeat the subject will have to take the scheduled tests and exams and deliver the subject work on the dates indicated in the Moodle classroom.

Recovery exam

The student who does not pass the subject, who does not reach 5 (total) out of 10, in accordance with the criteria established in the two previous sections, may take a final exam provided that the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade for the subject. If you have not been evaluated by these two third parties because you have not taken the tests, you will obtain a score of Not Taken, without having the possibility of taking the final recovery exam. In this exam, all the contents of the subject that have not been passed in the continuous assessment will be evaluated again. In the case of passing the final exam, the course will be approved with a maximum of 5, regardless of the grade obtained in the exam.

Changing the date of a test or exam

Students who need to change an assessment date must submit the request by filling in the document found in the Moodle space for EPSI Tutoring. Once the document has been completed, it must be sent to the teaching staff of the subject and to the coordination of the Degree. Revision At the time of carrying out each evaluation activity, the teaching staff will inform the students of the mechanisms for reviewing the qualifications. For single assessment 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, he will be graded with a 0 this act of evaluation, regardless of the disciplinary process that can be initiated. In the event that several irregularities occur in the acts of evaluation of the same subject, the final grade for 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 supplement the activity with a personal interview to corroborate the authorship of the text.

Bibliography

Basic Bibliografy

Code of Private Security Legislation (BOE, Ed. 2021) (www.boe.es) (Códigos electrónicos).

https://www.boe.es/biblioteca_juridica/codigos/codigo.php?id=058_Codigo_de_Seguridad_Privada&modo=1

Further reading:

Seguridad Pública-Seguridad Privada (¿Dilema o Concurrencia?). Fundación Policía Española (2009). Colección Estudios de Seguridad Dykinson.

Izquierdo Carrasco, Manuel (2004). La seguridad privada: régimen jurídico administrativo. Valladolid. Lex Nova.

Gómez-Bravo Palacios (2006). Seguridad Privada: Consultas e informes sobre normativa vigente. Madrid. Ministerio Interior-Dykinson.

Vicenç Agud Cudolá (2007). Derecho de la Seguridad Pública y Privada. Thomson Aranzadi.

Marchal Escalona, Nicolás A. (2008). Seguridad Privada. Aranzadi.

Sánchez Manzano, J.J. (2001). Seguridad Privada: Apuntes y reflexiones. Madrid. Diles S.L.

Web links:

POLICIA NACIONAL https://sede.policia.gob.es/portalCiudadano/sede/proc_seg_priv.html

GUARDIA CIVIL <https://www.guardiacivil.es/es/servicios/seguridadprivada/index.html>

DEPARTAMENT D' INTERIOR GENERALITAT CATALUNYA:
https://interior.gencat.cat/ca/arees_dactuacio/seguretat/seguretat_privada/

DEPARTAMENTO DE SEGURIDAD NACIONAL: <https://www.dsn.gob.es>

CENTRO NACIONAL DE PROTECCIÓN DE INFRAESTRUCTURAS CRITICAS: <https://www.cnpic.es>

PROTECCIÓN CIVIL CATALUNYA: https://interior.gencat.cat/ca/arees_dactuacio/proteccio_civil

The bibliography will be complemented in the moodle space of the subject.

Software

This course will use the basic package of the Office 365 package

Language list

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