

## Civil Protection

Code: 104036  
ECTS Credits: 6

2024/2025

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-requirements.

### Objectives and Contextualisation

This training program responds to the need to train security professionals specialized in the comprehensive management of civil protection services or, in general, oriented to corporate security in matters of risk prevention, planning and management of emergencies and of self-protection plans.

Specifically and in relation to public safety this training is directed towards the figure of Civil Protection technicians that includes the administration of the Generalitat (technicians of the General Directorate of Civil Protection and technicians on duty of the Center of Operational Coordination of Catalonia), the local administration and the county administration (municipal or regional civil protection technicians to lead civil protection in their areas of action and which are based on the coordination of everything related to prevention, planning and intervention in emergencies).

Regarding private security, the knowledge acquired prepares the student to develop activities related to self-protection plans.

The different blocks in which the subject has been divided describe and detail the subject of civil protection based on current legal regulations.

The training objectives are the following:

- Knowing the basic civil protection regulations and apply them to the practical cases that arise.
- Understand the concept of civil protection risk and its associated concepts.
- Knowing the different methodologies of risk assessment.
- Knowing and extrapolate to real cases the basic actions associated with the phases of civil protection.
- Knowing the types of civil protection plans that coexist in the Autonomous Community of Catalonia.
- Understand the basic structure of the content of a civil protection plan.
- Understand the composition and functions of the Action Groups within the plans and specifically those of the Logistics Group.
- Knowing the different Emergency Centers that are constituted during an emergency.
- Understand the basic structure of a self-protection plan and its relevance when an emergency is triggered.

- Knowing the Catalan model operating in civil protection emergencies.
- Knowing the different ways to make the notices to the population and explore new channels.
- Understand the functions of 1-1-2 and the Operations Coordination Center of Catalonia (CECAT).
- Understand the concepts associated with the activation of a civil protection plan and the actions associated with its management until the emergency is deactivated and ended.
- Knowing the Catalan model of civil protection volunteering.

## 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.
- 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 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 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. Design and implement recovery plans following disasters and mechanisms for contingencies.
7. Design plans for civil protection and the recovery from disasters, applying preventative criteria.
8. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
9. Identify, manage and resolve conflicts.
10. Propose new methods or well-founded alternative solutions.
11. Propose projects and actions that incorporate the gender perspective.

12. Propose viable projects and actions that promote social, economic and environmental benefits.
13. Respond to problems applying knowledge to practice.
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. Take decision relating to the contingencies involved in managing risks in public systems.
20. Undertake collaborative management of private security plans.
21. Use the capacity for analysis and synthesis to solve problems.
22. Work in institutional and interprofessional networks.

## **Content**

Formative contents are organized in the following blocks:

### **Block 1 - INTRODUCTION**

What is civil protection? Who is part of this system.

Basic legislation on Civil Protection and Self-protection Plans.

### **Block 2 - EMERGENCY OPERATIVITY**

Concept alert, emergency.

Functions, people in charge, agents and agencies involved in emergencies.

Type of plans.

Emergency plan structure.

Emergency plans in force in Catalonia and its Operativeness.

### **Block 3 - EMERGENCY MANAGEMENT**

Predictability of risk situations.

The prevention and planning of serious risks in Catalonia.

Classification of serious risks in Catalonia.

Information management.

Network of alarms and warnings to the population.

Organization and coordination of material and human resources.

Civil protection emergency centers

a) Operational Coordination Center of Catalonia (CECAT)

b) Emergency Telephone 1-1-2

c) Coordination with other emergency rooms

#### Block 4- STATE AND AUTONOMOUS PLANS

Organisms responsible for emergency management.

Legislative framework

Autonomic plans: Territorial plan 'PROCICAT' (Civil Protection Plan of Catalonia), protocols and procedures related to the PROCICAT and Special Plans (INUNCAT, NEUCAT, VENTCAT, SISMICAT, CAMCAT, ALLAUCAT, PLASEQCAT, AEROCAT, etc.).

State Plan: PENTA (Emergency Plan of the Nuclear Power Plants in Tarragona).

Autonomous implementation.

#### Block 5 - MUNICIPAL PLANS

Municipal scope and planning of emergencies.

Functions of Municipal Civil Protection in emergencies.

Legislative framework

Municipal plans.

CECOPAL.

Municipal implementation

#### Block 6 - AUTOPROTECTION PLANS (PAU)

Legislative framework

Catalog of activities and centers required to take self-protection measures.

Basic guidelines for the elaboration of Autoprotection plans.

Organizational structure of a PAU.

Phases and criteria of activation of a PAU.

Emergency equipment: organization and functions.

Actions to perform:

a) Detection and alert; internal and external notices

b) Emergency communication systems

c) Evacuation and confinement

d) Intervention

e) Fact sheets

Implementation, maintenance and updating of a PAU:

Implementation strategies

Exercises/Drills

Maintenance program of a PAU.

Update and evaluation of a PAU.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class	6	0.24	
Type: Supervised			
Discussion forums, resolution of practical cases and tests. Tutorials and videoconference sessions	120	4.8	
Type: Autonomous			
Resolution of practical situations. Doing tasks. Personal study	24	0.96	

Teaching language: Spanish

The teaching methodology will consist of putting into practice and developing the syllabus collected in the subject's manual, through specific threads that will be opened in the subject's forum. For this, presentations will be uploaded on the topics covered in the manual and there will be a debate on the fundamental aspects that respond to the training objectives included in this guide.

Theoretical and practical situations will be presented with the aim of active student participation. In the theoretical aspects, we will consolidate knowledge of the regulations that affect civil protection and emergencies. In the practical situations, the student will work with real cases related to civil protection and self-protection plans.

News or situations related to emergencies and civil protection will also be uploaded which will be current and will help to better understand the syllabus.

These practical cases will be carried out in the Teams sessions planned for the online modality of the subject and then space will be left for doubts and questions from the students.

Meetings will be held via chat through Teams to resolve doubts in real time outside of Webex. Therefore, the student can propose a specific day and time to chat with the teacher.

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
Work and exercises carried out by the students	50% (25% PEC 1, 25% PEC2)	0	0	2, 3, 4, 6, 7, 13, 14, 17, 19, 20, 21, 22
Written and/or oral tests that allow to assess the knowledge acquired by the student.	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22

### Continuous Evaluation.

The continuous evaluation is based on the active participation in the forums of the subject that will deal with the different parts of the Civil Protection Manual, in the participation in the Teams sessions, in the completion of the Continuous Evaluation Tests and in the final test.

There will be two continuous assessment tests (PEC1 and PEC2). Each PEC has a weight of 25% on the final mark.

In order to add the different scores and take the validation test, it is essential to meet the following conditions:

- Have participated in the forums that are enabled for the development of the matter.
- Obtain a note equivalent to 5 out of 10 in the PECs

The final test will consist of answering questions to be developed based on the subjects of the subject and related to the content of the forums and the PECs, with a weight of 50%.

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

### 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 rating of Not Evaluated, 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 -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 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 there are unforeseen circumstances that prevent the normal development of the subject, the teaching staff 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 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**

#### Basic state legislation

Law 2/1985, of January 21, on civil protection.

Law 17/2015, of July 9, on the National Civil Protection System

Royal Decree 1378/1985, of August 1, on provisional measures for action in emergency situations in cases of serious risk, catastrophe or public calamity.

Royal Decree 524/2023, of 20 June, approving the Basic Civil Protection Standard.

Royal Decree 393/2007, of March 23, which approves the basic rule of self-protection for centers, establishments and dependencies dedicated to activities that may give rise to emergency situations.

Royal Decree 1468/2008, of September 5, which modifies Royal Decree 393/2007, of March 23, which approves the basic self-protection rule for centers, establishments and dependencies dedicated to activities that may give origin of emergency situations.

#### Basic regional legislation

Law 4/1997, of 20 May, on civil protection of Catalonia

Decree 210/1999, of 27 July, which approves the content structure for the preparation and approval of municipal civil protection plans.

Decree 82/2010, of 29 June, which approves the catalog of activities and centers obliged to adopt self-protection measures and sets the content of these measures

Decree 30/2015, of March 3, which approves the catalog of activities and centers obliged to adopt

self-protection measures and sets the content of these measures

The bibliography and links to news will be expanded to be commented on in the moodle space of the subject.

## Software

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

## Language list

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