

Degree	Type	Year
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

It does not have.

## Objectives and Contextualisation

708/5000

Know the regulation of firearms in Europe and the United States of America.

Analyze how the different security models depending on the restriction or freedom granted to the citizen regarding the possession of firearms.

Understand the importance of administrative intervention with regard to the circulation of firearms among the civilian population to reduce accidents, suicides and homicides.

Debate on the advantages and disadvantages of the different models of administrative intervention: the American model of freedom and promotion of the armed individual and the European model of prevention and monopoly of the use of weapons in the state.

Study the regulation of explosives in Spain.

## 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.
- 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.
- 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.

- 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.
- Use the capacity for analysis and synthesis to solve problems.
- Work and learn autonomously.
- Work in institutional and interprofessional networks.

## Learning Outcomes

1. Analyse specific risks and understand the prevention mechanisms.
2. Analyse the situation and identify the points that are best.
3. Critically analyse the principles, values and procedures that govern professional practice.
4. Draw up management proposals for prevention and security in an organisation.
5. Identify, develop or acquire and maintain the main resources necessary to respond to tactical and operational needs inherent in the prevention and security sector.
6. Make efficient use of ITC in the communication and transmission of results.
7. Propose new methods or well-founded alternative solutions.
8. 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.
9. 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.
10. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
11. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
12. 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.
13. Use the capacity for analysis and synthesis to solve problems.
14. Work and learn autonomously.
15. Work in institutional and interprofessional networks.

## Content

Topic 1. The contraposition of two State models: central and administratocentric versus central and individual individual. The importance of understanding the construction of the State through different notions of security and prevention of dangers.

Topic 2. The American individual-centric model: the armed citizen as a constitutionally guaranteed right. The importance of the Second Amendment to the American Federal Constitution. The Castle doctrine. The position of the Supreme Court. Analysis of the epidemic of deaths by firearms.

Topic 3. The European administratocentric model: monopoly and restriction of weapons. The European Directive of restriction and administrative intervention regarding the private possession of weapons.

Topic 4. The Spanish regulation on firearms and knives. Positive aspects and weak points to consider.

Unit 5. The emergence of a new type of weapons: lethal autonomous weapons. The social movement through the STOP KILLER ROBOTS CAMPAIGN.

Topic 6. The regulation of explosives

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical classes with the active participation of students	44	1.76	
Type: Supervised			
Tutorials to support the realization of practical and theoretical work	12	0.48	
Type: Autonomous			
Personal study, reading articles and preparing class work	94	3.76	

Teaching language: Catalan.

Theoretical classes will be combined with practical classes on real cases drawn from jurisprudence and the press.

It will be necessary to analyze Spanish and American regulations in order to develop class discussions.

Autonomous activities will be based on personal study, recommended readings and preparation of case studies.

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
Final Test	50%	0	0	3, 1, 2, 4, 6, 5, 7, 12, 11, 10, 8, 9, 15, 14, 13
Tests and practical exercises during each session.	50%	0	0	3, 1, 2, 4, 6, 5, 7, 12, 11, 10, 8, 9, 15, 14, 13

#### Continuous assessment

The final exam will consist of an oral or written test of the contents of the subject and will correspond to 50%. The result of the 2 tests (20%) (PEC 1 and PEC 2) and 2 continuous assessment tests (30%) (PEC 3 and PEC4) will be added to this grade.

#### Unique assessment:

Students who opt for the single assessment will take a final synthesis test of the subject (50%), a practical (40%) and an oral defense (10%). The date for this test will be the same scheduled in the schedule for the last continuous assessment exam. The same recovery system as for continuous assessment applies.

## Recovery

If you do not pass the subject in accordance with the criteria mentioned above (continuous assessment, minimum 3.5), you can take a make-up test on the scheduled date in the timetable, which will cover all the content of the program.

To participate in the recovery, the student must have previously been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total qualification of the subject. However, the grade that will appear in the student's file is a maximum of 5-Pass. If he has not been evaluated in two third parties for not having presented himself for the tests he will obtain the qualification of Not Presented, without having the option of Recovery.

## Evaluation of students in the second call or more

It will be necessary to carry out the scheduled assignments, tests and exams and hand in the course assignments on the dates indicated in Moodle.

## Warnings

Students who need to change an assessment date must submit the request by filling out the document you will find in the EPSI Tutoring moodle space. Once completed, the document must be sent to the subject's teaching staff and the degree coordinator.

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student commits any irregularity that could lead to a significant variation in the grade of an assessment act, this evaluation act will be graded with a 0, regardless of the disciplinary process that may be instituted. In the event that several irregularities occur in the evaluation acts of the same subject, the final grade for this subject will be 0".

Tests/exams may be written and/or oral at the faculty's discretion.

At the time of carrying out each assessment 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.

If there are unforeseen circumstances that prevent the normal development of the subject, the teaching staff may modify both the methodology and the evaluation system of the subject.

The use of Artificial Intelligence (AI) technologies is permitted as an integral part of the development of the work, provided that the final result reflects a significant contribution by the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases. If during the correction there are indications that an activity or work has been done with responses assisted by artificial intelligence, without the student having noticed

## Bibliography

Martínez Quirante, Roser, *Armas: ¿Libertad americana o prevención europea?. Dos modelos contrapuestos*, Editorial Académica Española, 2019.

Martínez Quirante, Roser, y Rodríguez Álvarez, Joaquín, *Inteligencia artificial y armas letales autónomas*, TREA, 2018.

Martínez Quirante, Roser, y Rodríguez Álvarez, Joaquín, *Towards a new AI race. The challenge of lethal autonomous weapons systems (LAWS) for the United Nations*, Thomson Reuters Aranzadi, 2019.

Martínez Quirante, Roser, y Rodríguez Álvarez, Joaquín, "Technology wars and the military future of AI", *International Journal of Engineering Research & Management Technology*, sept 2018, Vol. 5, Issue 5.

Martínez Quirante, Roser, y Rodríguez Álvarez, Joaquín, "El lado oscuro de la inteligencia artificial. El caso de los sistemas de armamento letal autónomo o los Killer Robots", *IDEES. Inteligencia artificial*, núm 48, 4 de mayo de 2020 ( <https://revistaidees.cat/es/el-lado-oscuro-de-la-inteligencia-artificial/?pdf=13299>).

Rodríguez Álvarez, J. y Martínez Quirante, R., " Tecnología y deshumanización: el camino hacia la tercera revolución de la guerra", en Manuel Mesa (Coord.), *Riesgos globales y multilateralismo: el impacto de la COVID-19. Anuario 2019-2020*, CEIPAZ, 2020.

## **Software**

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

## **Groups and Languages**

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.