Methodology for Writing Projects I

Code: 103994
ECTS Credits: 6

2025/2026

Degree	Type	Year
Prevention and Integral Safety and Security	OB	1

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

Identify and analyze the main risks related to fires, accidents, technological catastrophes and rescue situations, applying the basic concepts of fire theory and emergency management.

Know and interpret the public safety model of Catalonia, as well as the action protocols of the firefighting and rescue services.

Apply action and decision-making strategies in emergency situations, using command, planning and operational coordination systems.

Effectively use planning, command and control tools for the management of interventions in highly complex contexts.

Develop a critical, responsible and professional attitude towards risk situations, taking into account criteria of safety, efficiency and civil protection.

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.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- 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.
- 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 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. Carry out scientific thinking and critical reasoning in matters of preventions and security.
4. Coordinate the resources of the three main subsystems of the prevention and integral security sector: people, technology and infrastructures.
5. Critically analyse the principles, values and procedures that govern professional practice.
6. Design a project applied to integral security and prevention in an organisation.
7. Design and implement recovery plans following disasters and mechanisms for contingencies.
8. Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
9. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
10. Identify the infrastructure, technology and resources necessary to respond to operations in prevention and integral security.
11. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
12. Propose new methods or well-founded alternative solutions.
13. Propose projects and actions that incorporate the gender perspective.
14. Propose viable projects and actions that promote social, economic and environmental benefits.
15. Respond to problems applying knowledge to practice.
16. 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.
17. 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.
18. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
19. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
20. 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.
21. Use the capacity for analysis and synthesis to solve problems.

22. Work and learn autonomously.

Content

Introduction to safety (extinction, fire prevention and rescue)

Topic 1

The model of public safety in Catalonia

Topic 2

Theory and basic terminology fires

Topic 3

Structural fires (urban and industrial fires)

Topic 4

Forest fires

Topic 5

Accidents in transport and mobility

Topic 6

Technological risks / critical infrastructures

Theme7

Rescues and rescues

Operational command organization.

Topic 1

Command systems.

Topic 2

Planning systems.

Topic 3

Command and control rooms.

Topic 4

Decision-making system.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes

Type: Directed		
Evaluation	4	0.16
Video Class	12	0.48
Type: Supervised		
Tutorials to support the realization of practical and theoretical work	24	0.96
Type: Autonomous		
Personal study, reading articles and preparing class work	110	4.4

Teaching language: Spanish

"Methodology for writing projects (I)" combines different learning tools, such as online theoretical classes, the resolution of practical cases related to different areas of comprehensive security (civil protection, social field, business field), and the new tools offered by Information and Communication Technologies (ICT).

In each session, the faculty offers an explanation of the theoretical contents and seeks the active participation of the people present through the formulation of questions and considerations that allow generating a fluid and constructive debate. The rapid resolution of specific cases is also offered to reinforce learning immediately and facilitate the review of the contents at home.

This methodology allows students who attend all classes to make an important learning effort directly in the virtual classroom, thanks to active participation and collaboration with the other people present. In this way, the class becomes familiar with different types of current texts (planning documents, documents from the media, international, European, state, regional and local authorities, among others) and strengthens the professional skills of the students who already work in the comprehensive security sector.

The incorporation of ICT is guaranteed thanks to the use of multimedia content during theoretical classes and resolution of practical cases, the use of the Virtual Campus for classes, supervision tutorials, debates and discussion forums. At all times, the gender perspective is a pivotal factor in the course: the use of plain language is encouraged, sources published by authors are consulted, the role of women in science and the role of some groups of women in science are highlighted. field of security.

This combined methodology makes it possible to guarantee learning not only of basic skills, but also of specific skills such as E09, related to the ability to plan and coordinate the resources of the security subsystems: people, technologies and infrastructures; general competencies such as G04, on professional performance sensitive to inequalities for reasons of sex or gender; and transversal competences, such as T01 on the development of scientific thought and critical reasoning in prevention and comprehensive security issues.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes

Continuous evaluation excercices	50%	0	0	5, 1, 2, 4, 3, 7, 6, 15, 9, 10, 11, 12, 13, 14, 20, 19, 18, 16, 17, 22, 21, 8
Theorical avaluation	50%	0	0	5, 2, 4, 3, 15, 9, 12, 13, 20, 19, 18, 16, 17, 22, 21, 8

El sistema de evaluación de esta asignatura se estructura en dos apartados claramente diferenciados:

1. Parte práctica: El alumnado realizará las diferentes prácticas que planteará el profesorado en el aula. Esta parte práctica tendrá un valor de 5 puntos de la nota final de la asignatura. La nota media de estas prácticas se sumará a la media obtenida de las pruebas teóricas individuales siempre que éstas hayan sido superadas en las condiciones que se especifican en el siguiente apartado*.
2. Pruebas teóricas individuales permiten valorar los conocimientos adquiridos por el estudiante. Siendo el valor total de 5 sobre 10 puntos.

*El alumno que obtenga, como mínimo, un 3,5 sobre 10 en las pruebas teóricas se le podrá sumar la nota que haya obtenido de la parte práctica. Para superar la asignatura será necesario llegar y, de conformidad con las condiciones anteriores, a un 5 sobre 10. El alumnado que llegue esta nota se podrá presentar en el examen de recuperación siempre y cuando cumpla los requisitos establecidos en el punto siguiente.

3. Examen Recuperación: Las personas que no superen la evaluación continua tendrán derecho a recuperación en el día marcado oficialmente por la Escuela, siempre y cuando este alumnado haya sido previamente evaluado en un conjunto de actividades cuyo peso equivalga a un mínimo de 2/ 3 partes de la calificación total. Este examen consistirá en una prueba de evaluación en la que se evaluará el conjunto de los contenidos de la asignatura. Para aprobar este examen será necesario obtener un 5 sobre 10. La superación del examen de recuperación implicará obtener un 5 en el expediente del alumno. Se debe tener en cuenta que si el alumno no ha sido evaluado de este conjunto de actividades cuyo peso equivalga a un mínimo de 2/3 partes de la calificación total será evaluado con una nota de "No presentado ".

4. Revisión: En el momento de realización de cada actividad evaluativa, el Profesorado se informará al Alumnado de los mecanismos de revisión de las Calificaciones.

5. Evaluación única: Los estudiantes que opten por la evaluación única realizarán una prueba de síntesis final de todo el contenido de la asignatura, tanto teórico como práctico.
La fecha para esta prueba será la misma programada en el horario para el último examen de evaluación continuada.
El alumnado que se quiera acoger a la evaluación única deberá solicitarlo dentro del plazo oficial establecido para ello. En el caso de que no lo hiciese perderá la oportunidad de evaluación única.
Se aplicará el mismo sistema de recuperación que para la evaluación continuada.

6. Evaluación del alumnado en segunda convocatoria o más

El alumnado que repita la asignatura habrá de realizar las pruebas y exámenes programados y entregar las prácticas de la asignatura en las fechas indicadas en el aula o bien aula Moodle, según el caso.

7. Cambio de fecha de una prueba o examen

El alumnado que necesite cambiar una fecha de evaluación debe presentar la petición rellenando el documento que se encuentra en el espacio Moodle de Tutorización EPSI.

Una vez rellenado el documento se ha de enviar al profesorado de la asignatura y a coordinación del Grado.

8. Uso de la IA

En esta asignatura, se permite el uso de tecnologías de Inteligencia Artificial (IA) como parte integrante del desarrollo del trabajo. El alumnado tiene que identificar claramente que partes han sido generadas con esta tecnología, especificar las herramientas empleadas e incluir una reflexión crítica sobre cómo estas han influido en el proceso y el resultado final de la actividad. La no transparencia del uso de la IA podrá ser considerada

como una irregularidad académica y puede comportar una penalización en la nota de la actividad, o la aplicación de las consecuencias previstas en el apartados siguiente "Otras consideraciones".
9. Otras consideraciones: En caso de que el estudiante realice cualquier irregularidad que pueda conducir a una variación significativa de la calificación de un acto de evaluación, se calificará con 0 este acto de evaluación, con independencia del proceso disciplinario que pueda instruirse. En caso de que se produzcan diversas irregularidades en los actos de evaluación de una misma asignatura, la calificación final de esta asignatura será 0.

Asimismo, si existe la sospecha de plagio, incluido el tecnológico, el profesorado podrá verificar el contenido de la prueba mediante la realización de pruebas orales, u otro tipo de pruebas, para verificar la originalidad y autoría del trabajo.

Si concurren circunstancias sobrevenidas que impidanel desarrollo normal de la asignatura, el profesorado podrá modificar tanto la metodología como la evaluación de la asignatura.

Bibliography

The professor responsible for the subject will make available to the students, through the Aula Moodle, teaching materials to prepare the various subjects of the subject. It is also advisable to consult the following bibliography of the subject (cited below in the APA 6th Edition style):

Cassany, D. (2007). Esmolar l'eina: Guia de redacció per a professionals. Barcelona: Editorial Empúries

Cassany, D. (2008). La cuina de l'escriptura. Barcelona: Editorial Empúries.

Mille Galán, J. M. (2008). Manual bàsic d'elaboració i avaluació de projectes. Barcelona: Ajuntament de Barcelona.

UVic (2016), Guía para elaborar citas bibliográficas en formato APA, UVic Biblioteca, disponible en https://www.uvic.cat/sites/default/files/altres_a2016_guia_elaborar_citas.pdf

Link to APA norms 2021: https://normas-apa.org/etiqueta/normas-apa-2021/

Link to differences between APA 6th and 7th Edition: https://normasapa.in/

Recommended readings:

Observatory on Women and Security: https://www.mujeryseguridad.es/

World Bank (2022), We need more girls and women in science. What are three ways in which we can support them?, available at https://blogs.worldbank.org/education/we-need-more-girls-and-women-science-what-are-three-ways-which-we-ca

Software

Students are expected to have basic knowledge on the use of the most common computer programs for searching information on the Internet, and for the elaboration and edition of texts, tables, and charts.

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.

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