

## Safety Models

Code: 103998  
ECTS Credits: 6

**2025/2026**

Degree	Type	Year
Prevention and Integral Safety and Security	FB	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

The subject "Security models" will show the different existing security models, their evolution and their practical consequences in security management.

## ACADEMIC OBJECTIVES

Differentiate security models.

Appropriate security actions depending on the specific security model.

Assess the impact of security on society.

## 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.
- Carry out scientific thinking and critical reasoning in matters of preventions and security.
- Contribute to decisions on investment in prevention and 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.
- 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 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. Apply the basis of statistics, economics and finance, in the applicable legal framework and the informatics necessary to undertake prevention and security.
3. Apply the rules of professional practice for private security and private research.
4. Carry out scientific thinking and critical reasoning in matters of preventions and security.
5. Identify situations in which a change or improvement is needed.
6. Make efficient use of ITC in the communication and transmission of results.
7. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
8. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsibilities, diversity and values democráticos.
9. Propose projects and actions that incorporate the gender perspective.
10. Respond to problems applying knowledge to practice.
11. 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.
12. 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.
13. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
14. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
15. 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.
16. Use the capacity for analysis and synthesis to solve problems.
17. Work and learn autonomously.

## **Content**

Security models: Theoretical framework

Security models: Practical experiences

## **Activities and Methodology**

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Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	1, 2, 3, 4, 10, 6, 9, 15, 14, 13
Video Theoretical classes with the active participation of the students	12	0.48	1, 2, 3, 4, 6, 5, 7, 9, 15, 14, 13, 11, 12, 17
Type: Supervised			
Tutorials to support the realization of practical and theoretical work	24	0.96	1, 4, 10, 6, 9, 17, 16
Type: Autonomous			
Personal study, reading of articles and elaboration of academic works of the subject	110	4.4	1, 2, 3, 4, 10, 6, 5, 7, 8, 9, 15, 14, 13, 11, 12, 17, 16

Teaching language: Spanish.

The methodology of this subject will be based on a dynamic and participatory model. Students must study the topics through the mandatory reading of the materials that will be offered, they must participate in the written discussion forums, and they must connect or watch the different lectures that the teacher will give. Students must provide reflections and comments to the texts of mandatory reading as well as investigate jurisprudence, news, readings or legislation that the teacher asks in the discussion forums.

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 Assessment Academic Works (4 PEC's)	50%	0	0	1, 2, 3, 4, 10, 6, 5, 7, 8, 9, 15, 14, 13, 11, 12, 17, 16
Final test of continuous assessment	50%	0	0	4, 10, 6, 15, 14, 13, 11, 17, 16

#### Continous evaluation

Students must carry out 4 PECs (works) on subjects of the subject (50%) and a final test of continuous evaluation (examination) (50%) on the date indicated in the schedule.

Tests/examinations may be written and/or oral at the teacher's discretion.

The PECs in the subject must have a mark of 4 in order to be able to add to the continuous evaluation.

The Final Assessment Assessment (examination) test must have a minimum grade of 4 in order to be added to the continuous evaluation.

The mark for approving the continuous evaluation will be the result of summing up the PEC notes and the Final Assessment Assessment, provided that the minimum grades required for addition are obtained.

To approve the continued evaluation, this average must be 5 or higher.

#### Single Evaluation

Students who opt for single assessment will perform a final synthesis test of all subject content (50%) and submit an assignment job with the same content required for continuous evaluation (50%).

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 will perform the scheduled tests and exams and submit the work of the subject at the dates indicated in the classroom \*Moodle.

Recovery Exam

Students who do not exceed the subject, who do not reach 5 out of 10, in accordance with the criteria laid down in the two previous paragraphs, 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 evaluated from these two third parties for not having been submitted to the tests, it will obtain a non-evaluatable qualification, according to the indications of the EPSI Assessment Standard, without having the possibility to submit to the final recovery exam.

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 and/or the submission of the work will be approved with a maximum of 4.9, regardless of the mark obtained in the exam.

Changing an Assessment or Exam Date

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.

Consult the EPSI Evaluation Standard.

Other considerations - Plagiarism

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.1. Assessment of the topics worked in the classroom and ongoing evaluation.

## Use of IA

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the result reflects a significant contribution of 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 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, greater sanctions in cases of seriousness.

## Bibliography

Throughout the course different readings will be provided to students, highlighting the readings carried out by Dr. Manuel Ballbé, such as "El futuro del Derecho administrativo en la globalización: entre la americanización y la europeización", RAP, núm.174, 2007, y Orden público y militarismo en la España Constitucional (1812-1983), ed. Alianza Universidad, 1984, among others.

Ballbé, M. (1983). Orden público y militarismo en la España constitucional (1812-1983), Madrid, Alianza Editorial.

Ballbé, M. (2007). El futuro del Derecho Administrativo en la globalización: entre la americanización y la europeización», *Revista de Administración Pública*, 174, 215-276. Consultado en <https://recyt.fecyt.es/index.php/RAP/article/view/47819> el 29 de abril de 2022

Martínez Quirante. (2002). Armas: ¿libertad americana o prevención europea? / Roser Martínez Quirante; prólogo de Antonio Morales Villanueva. Ariel.

## 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.

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